DOCUMENT RESUME

ED 139 025 CS 203 429

TITLE Program of Studies for Language Arts, K-12.
INSTITUTION Kanawha County Schools, Charleston, W. Va.
PUB DATE 77
NOTE 245p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS Composition Skills (Literary); *Continuous Progress Plan; *Curriculum Guides; Elective Courses; Elementary Secondary Education; *English Instruction; *Language Arts; Listening; Literature Appreciation; Reading; Short Courses; Speaking

ABSTRACT

This guide was developed to help students achieve the goal of the English language arts program of Kanawha County (West Virginia) schools--proficiency in language--through a continuous curriculum focusing on the skills of listening, speaking, reading, handwriting, spelling, observation, and composition. At the elementary level, the program begins with oral language and continues with the development of basic reading and language skills. At the secondary level, emphasis is given to developmental reading, literature appreciation, and oral and written composition. The guide contains lists of basic skills, course descriptions, instructional guidelines, lists of equipment and materials, suggestions for evaluation and testing, and outlines for basic programs, elective courses, and mini-elective courses. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED139025

PROGRAM OF STUDIES

FOR

LANGUAGE ARTS

K-12

KANAWHA COUNTY SCHOOLS
200 ELIZABETH STREET
CHARLESTON, WEST VIRGINIA 25311

JOHN F. SANTROCK, SUPERINTENDENT

CS 203 429

Division of Curriculum and Instruction
John Lyons, Associate Superintendent

Department of Instructional Programs
Robert E. Kittle, Assistant Superintendent

Office of Program Development and Supervision
Ray Mitchell, Director
Caroline Cloer, General Curriculum Specialist
Thelma Conley, Curriculum Specialist, English
Mabel Dick, General Curriculum Specialist
Glenda Smith, General Curriculum Specialist

BOARD OF EDUCATION

Mr. Matthew M. Kinsolving, President

Mr. Russell L. Isaacs
Mrs. Alice Moore
Dr. Harry A. Stansbury, Jr.
Mr. F. Douglas Stump

INTRODUCTION

ENGLISH/LANGUAGE ARTS PROGRAM OF STUDIES, K-12

The purpose of the English Language Arts Program of Studies is to identify Kanawha County's English Language Arts Program, K-12, to establish continuity in program content, and to provide an instructional program guide for teachers, administrators, and lay citizens.

Language, Literature, and Composition are the arts of the English language and are acquired through the skills of listening, speaking, reading, writing, spelling, and viewing. These skills have been identified by instructional levels and are included as a guide to program content.

A suggested materials list from which teachers may choose instructional aids to meet student needs is also included. The list includes basic and supplemental books and materials, equipment, audio-visuals, periodicals and professional literature.

The Kanawha County English/Language Arts Philosophy, contained herein, serves as a guide to program identification, text book selection, and instructional procedures.

The teacher remains the key to a successful instructional program; therefore, this Program of Studies is not intended to restrict the teachers' creativity.

TABLE OF CONTENTS

ENGLISH LANGUAGE ARTS PROGRAM OF STUDIES K-12

	Page
Introduction	1
Philosophy	2
Rationale	4
Goals and Objectives	5
ELEMENTARY	
Primary Division K-3	
Basic Skills Lists	6
Course Descriptions	37
Instructional Guidelines	37
Intermediate Division 4-6	
Basic Skills Lists	46
Course Descriptions	66
Instructional Guidelines	66
Instructional Equipment, Materials, and Supplies	70
Testing and Evaluation	89
SECONDARY	
Junior High Division 7-9	
Basic Skills Lists	91
Course Descriptions and Outlines	100
Senior High Division 10-12	
Basic Skills Lists	106

Page

Course Descriptions and Outlines Basic Programs 116

Course Descriptions and Outlines Elective Courses 124

Course Descriptions Mini-Elective Courses 167

Instructional Equipment, Materials, and Supplies 186

Testing and Evaluation 225

Clubs and Activities 232

Professional Organizations and Publications 234

ENGLISH LANGUAGE ARTS

PHILOSOPHY

The English language arts program of Kanawha County Schools will provide learning experiences for each student that will enable him to function effectively in his environment. The continuous language arts curriculum will make available to each student maximum opportunity to realize all aspects of his potential for self-expression through the development of sequential skills of communication. A student is entitled to a learning climate which encourages sensitivity, perception, honesty of expression, and the opportunity to learn at his own rate. This program will assure the recognition and preservation of the uniqueness of each student.

The language arts program should be uniform as to major areas of concentration and skills taught. The identified skills of listening, speaking, reading, handwriting, spelling, observation, and composition compose the correlated language arts program at the elementary level. A skill introduced at one level is extended and refined at subsequent levels. At the secondary level, the interrelated language arts program must have a balance of language, literature, and composition to insure the acquisition of skills. This balance is maintained in each school whether the program is basic, elective, or mini-elective.

Assessment of student needs, abilities, and interests will precede the implementation of basic programs, elective programs, and possible additional courses. Flexibility in organization, content, methods,

techniques, and materials will be provided by multi-media, multi-text book selections so that students of different capabilities will have opportunities to achieve maximum success.

Language is living, flexible, and constantly changing. As language is uniquely human, the diversity of the student's language experiences must be respected. Discoveries about the structure and workings of the language will be a determining factor in the ultimate success of the individual in any endeavor.

At the elementary level, the language arts program begins with oral language and continues with the development of basic reading and language skills. The systematic development, acquisition, and application of these skills will enable the student to become an independent learner.

In the secondary schools, stress will be continued on developmental reading. Literature should be studied for enjoyment and understanding with emphasis placed on major ideas, characters, situations, and values rather than on trivial details. The literature program will be balanced to include contemporary and classical selections incorporating the writings of different ethnic and racial groups.

The purpose in oral and written composition is to direct the student in selecting, unifying, and utilizing forms of communication appropriate to his individual needs. A student should perceive the relationships of written and oral expression and differentiate the forms used in the composing process. The intent of composition is to prepare the student to convey ideas effectively and creatively.

The English language arts program of Kanawha County Schools will be structured to meet the individual needs of students in an everchanging and increasingly demanding society.

ENGLISH LANGUAGE ARTS

RATIONALE

Language is one of the distinguishing features of a society. It therefore becomes the role of the educational system to perpetuate the basic language of that society and to prepare students to become proficient in its use.

The arts of the English language are language, literature, and composition all of which include the skills of communication vital to greater understanding among people. As members of society become more transient it is increasingly important that students become aware of, understand, and appreciate the dialects of others, as well as their own. The English language arts program is designed to accomplish this purpose.

As mass media becomes an increasingly integral part of society, the educational system assumes a major responsibility in preparing students for critical evaluation. The English language arts program provides the opportunity for students to develop these skills.

Since language affects every aspect of human existence, the individual in society becomes dependent upon the acquistion and application of the language arts and the educational system's implementation of the language program.

ENGLISH LANGUAGE ARTS

GOAL AND OBJECTIVES

In accordance with the philosophy of the Kanawha County Schools English Language Arts Program, K-12, the goal is to enable the student to become proficient in language. This goal is accomplished with an interrelated program of language, literature , and composition utilizing the skills of reading, writing, listening, speaking, and viewing.

The objectives of the English language arts program are to enable students to:

Develop and apply the skills of reading, writing, speaking, listening, and viewing

Become lifetime readers and pursuers of knowledge

Employ the skills of communication in daily living

Increase the ability to cope with societal change

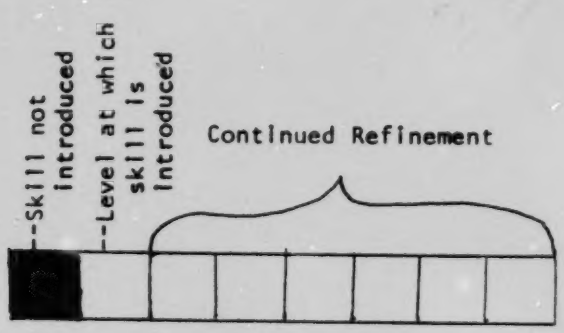
Enrich his life through increased understanding of the fine arts

Skills Graph

ENGLISH LANGUAGE ARTS
K-6

The English Language Arts skills graph (K-6) indicates the level of skill introduction and the scope of its refinement in the elementary program. The interrelated skills of reading, language, spelling, and handwriting are arranged according to the categories of Phonetic Analysis, Language Skills, Structural Analysis, Comprehension and Interpretation, Study Skills and Handwriting and are applicable to any basic reading/language text.

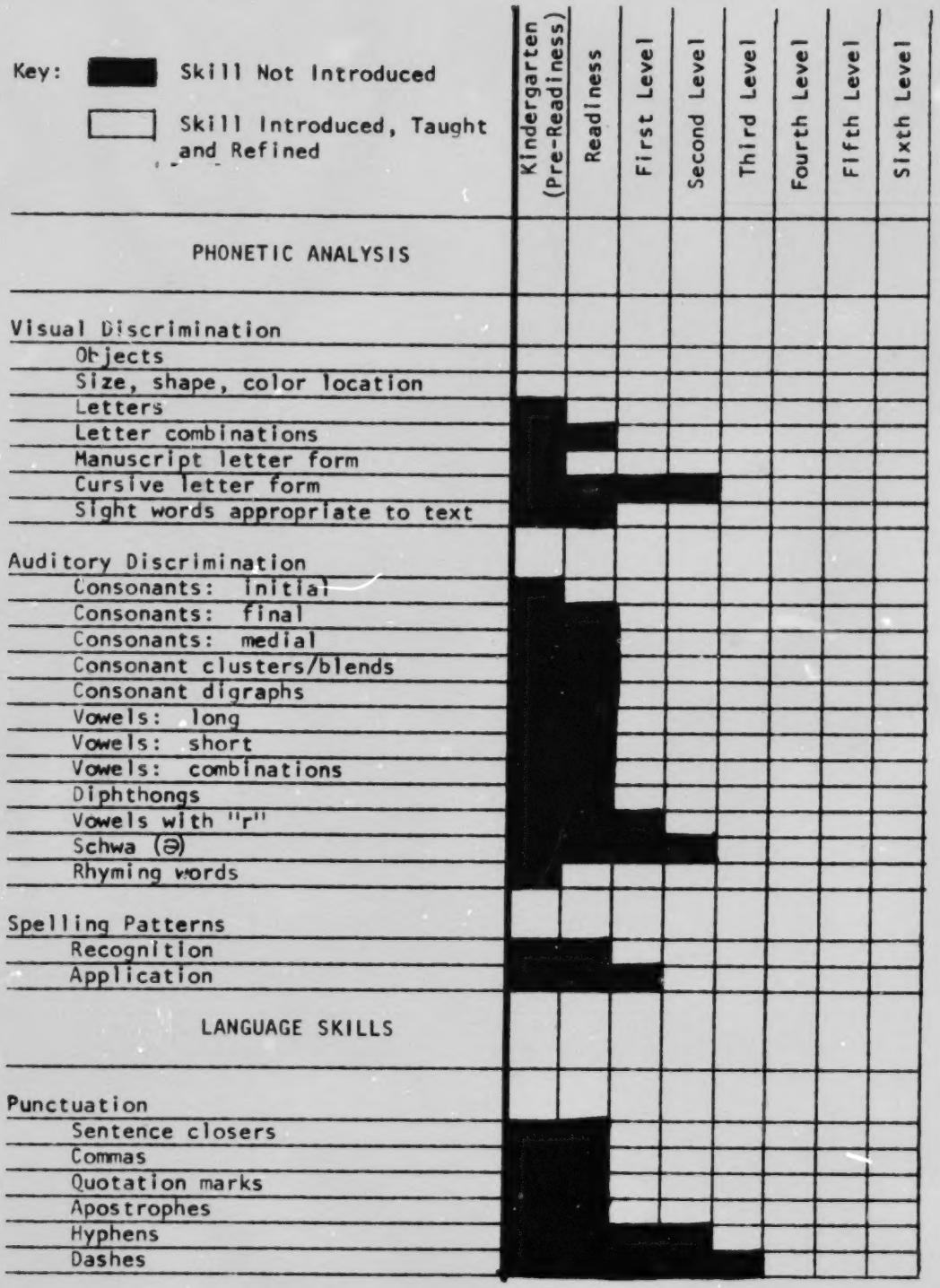
Kindergarten pre-readiness skills which are general and not specifically language arts are not included in the K-6 skills graph.



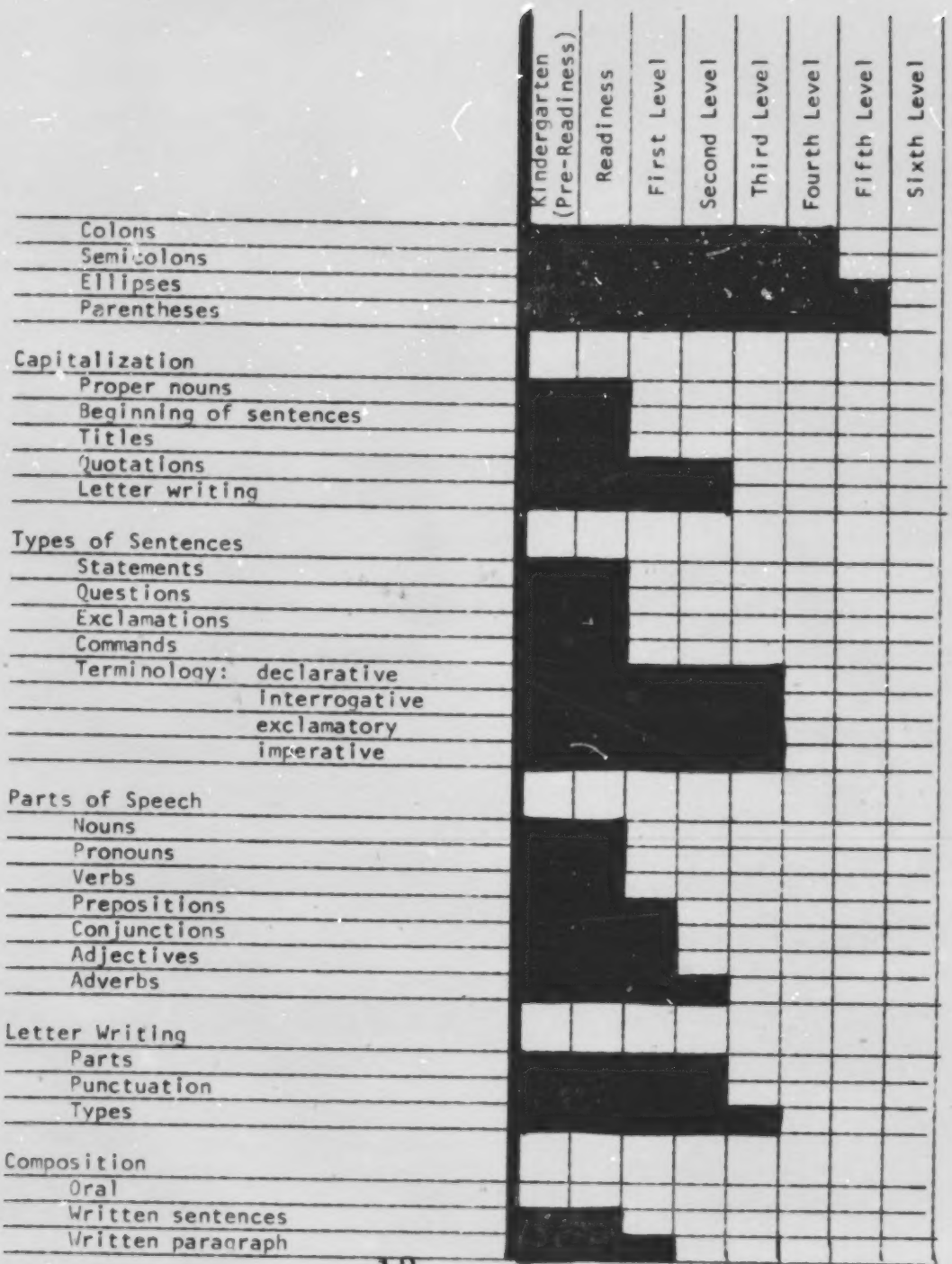
ENGLISH LANGUAGE ARTS SKILLS K-6

Key: ■ Skill Not Introduced

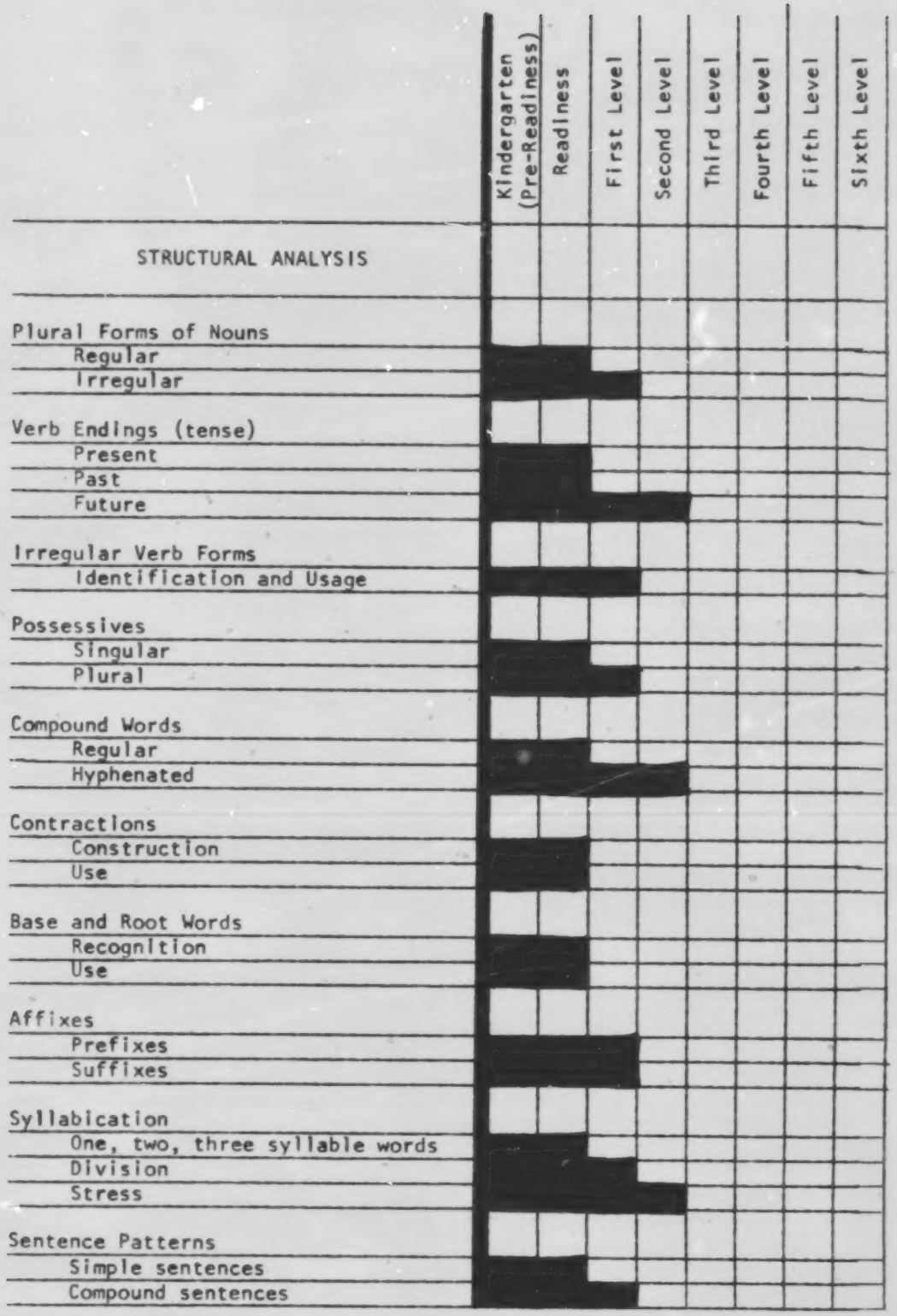
□ Skill Introduced, Taught and Refined



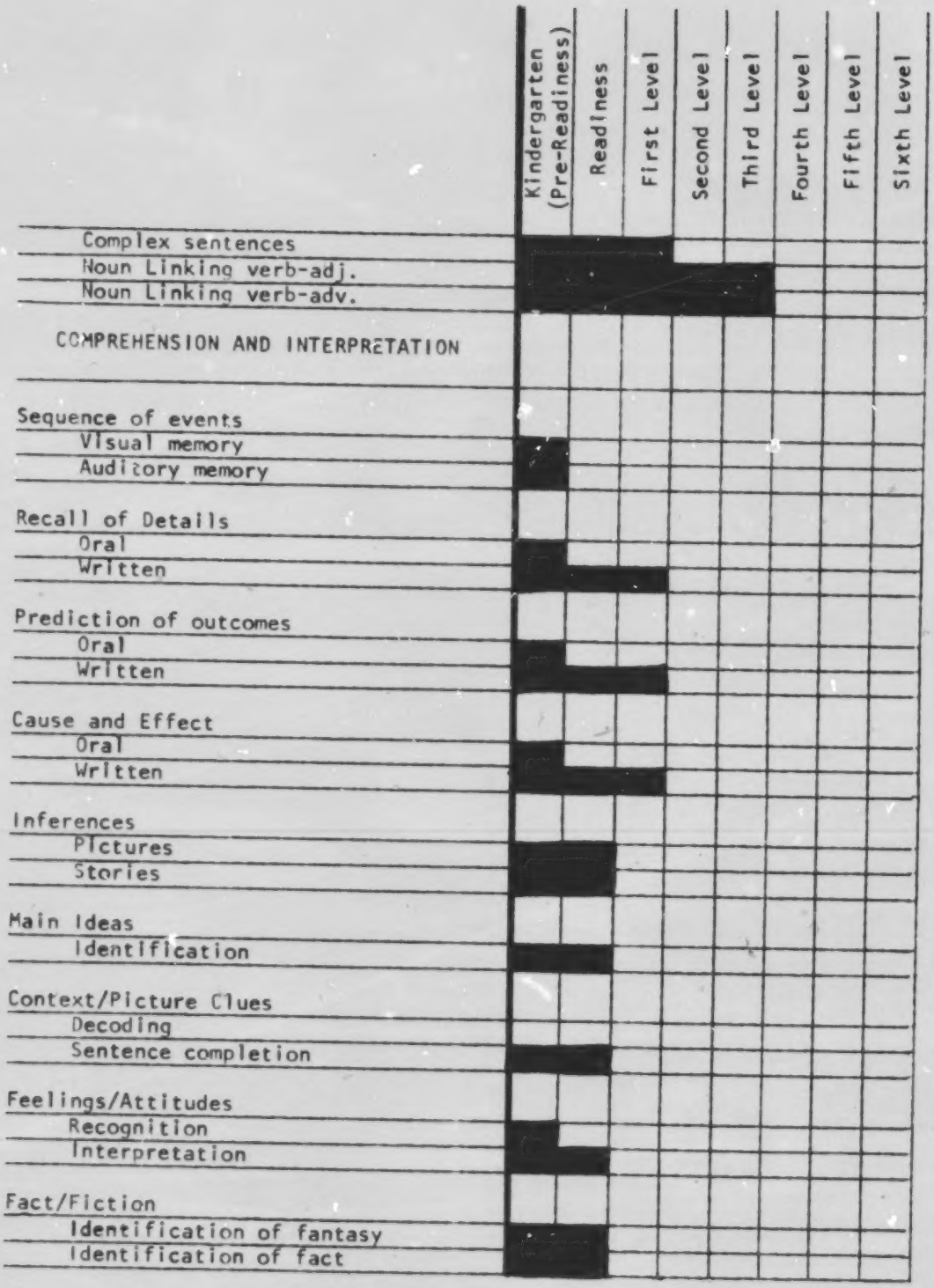
Skills K-6 (continued)



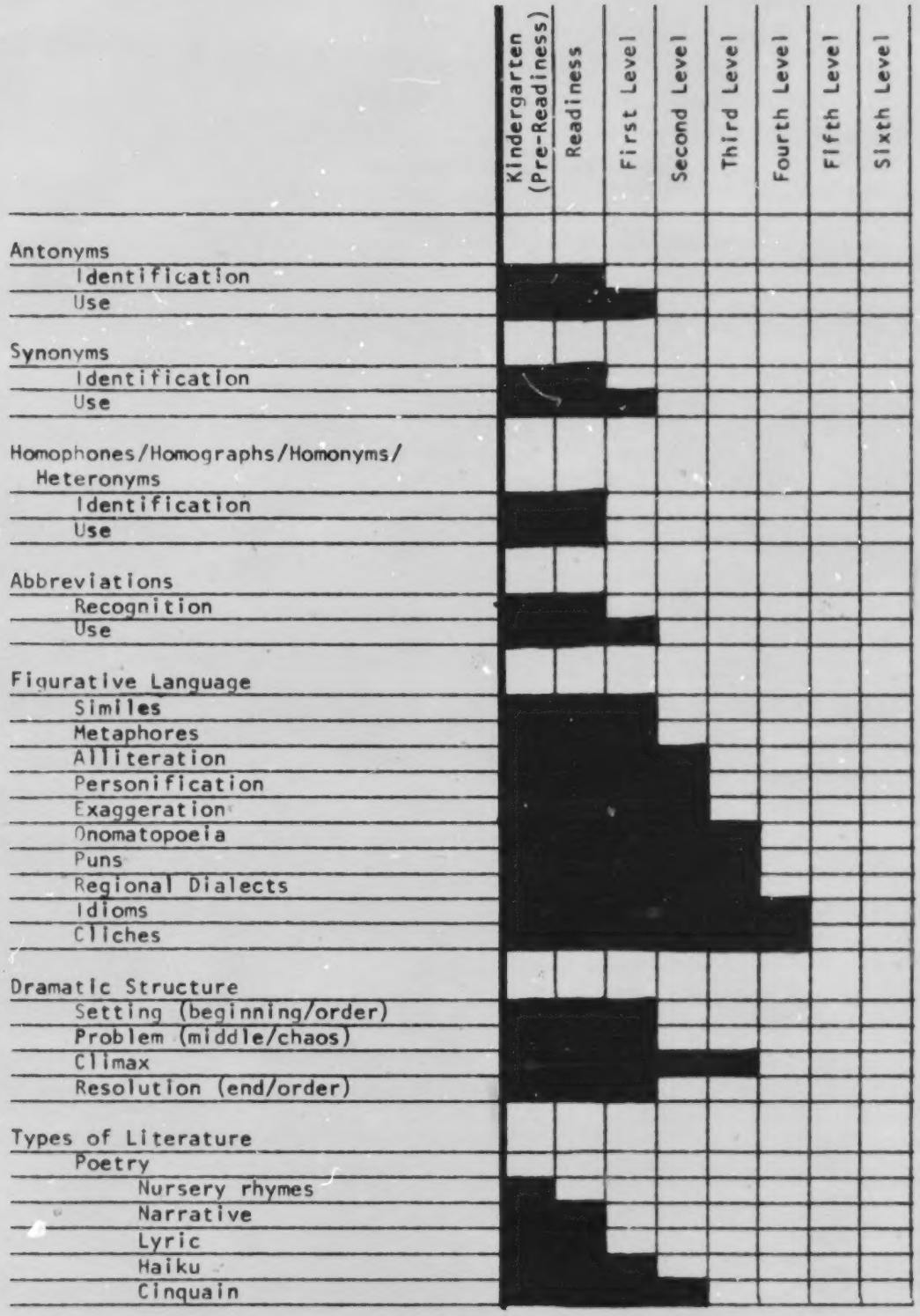
Skills K-6 (continued)



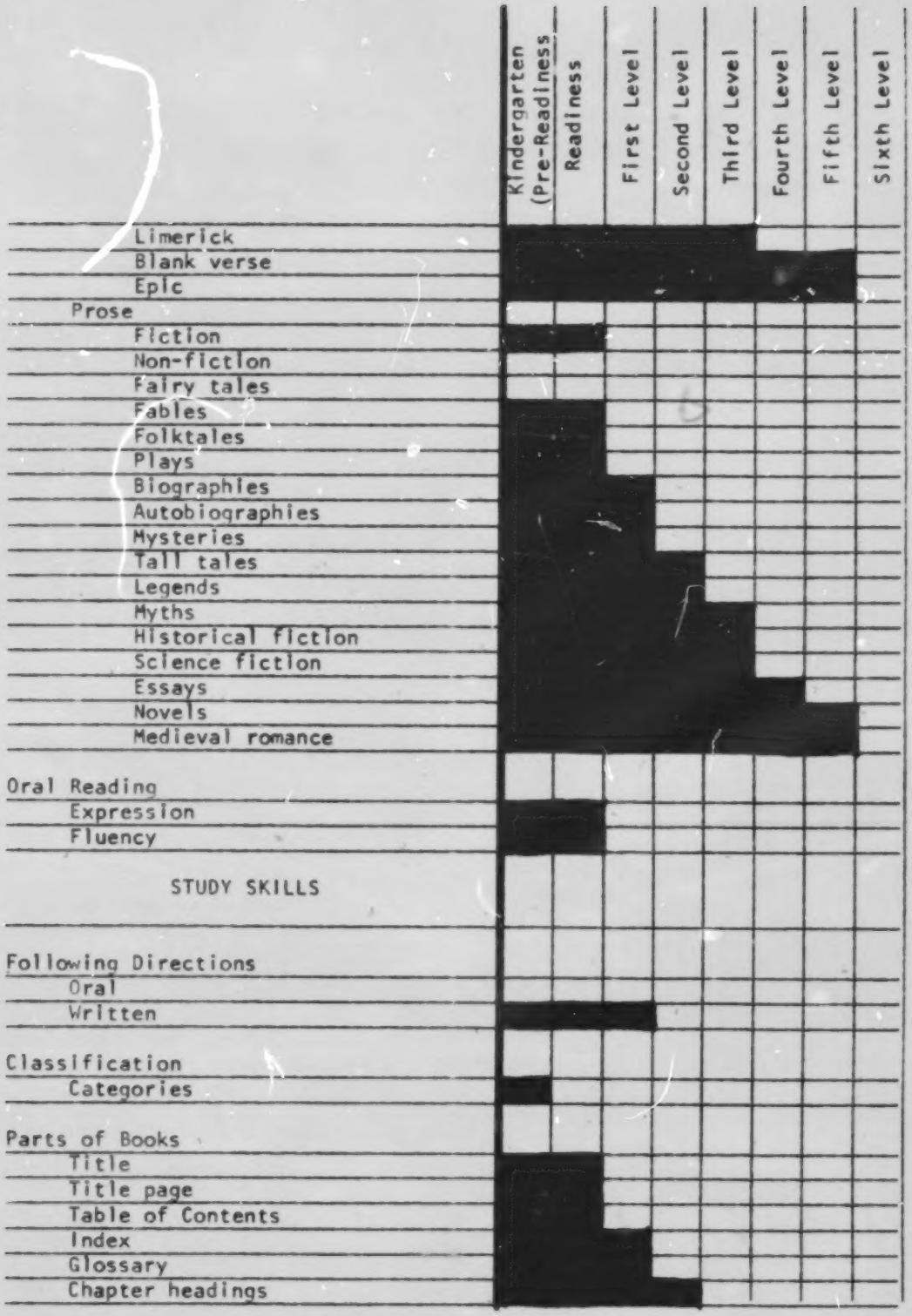
Skills K-6 (continued)



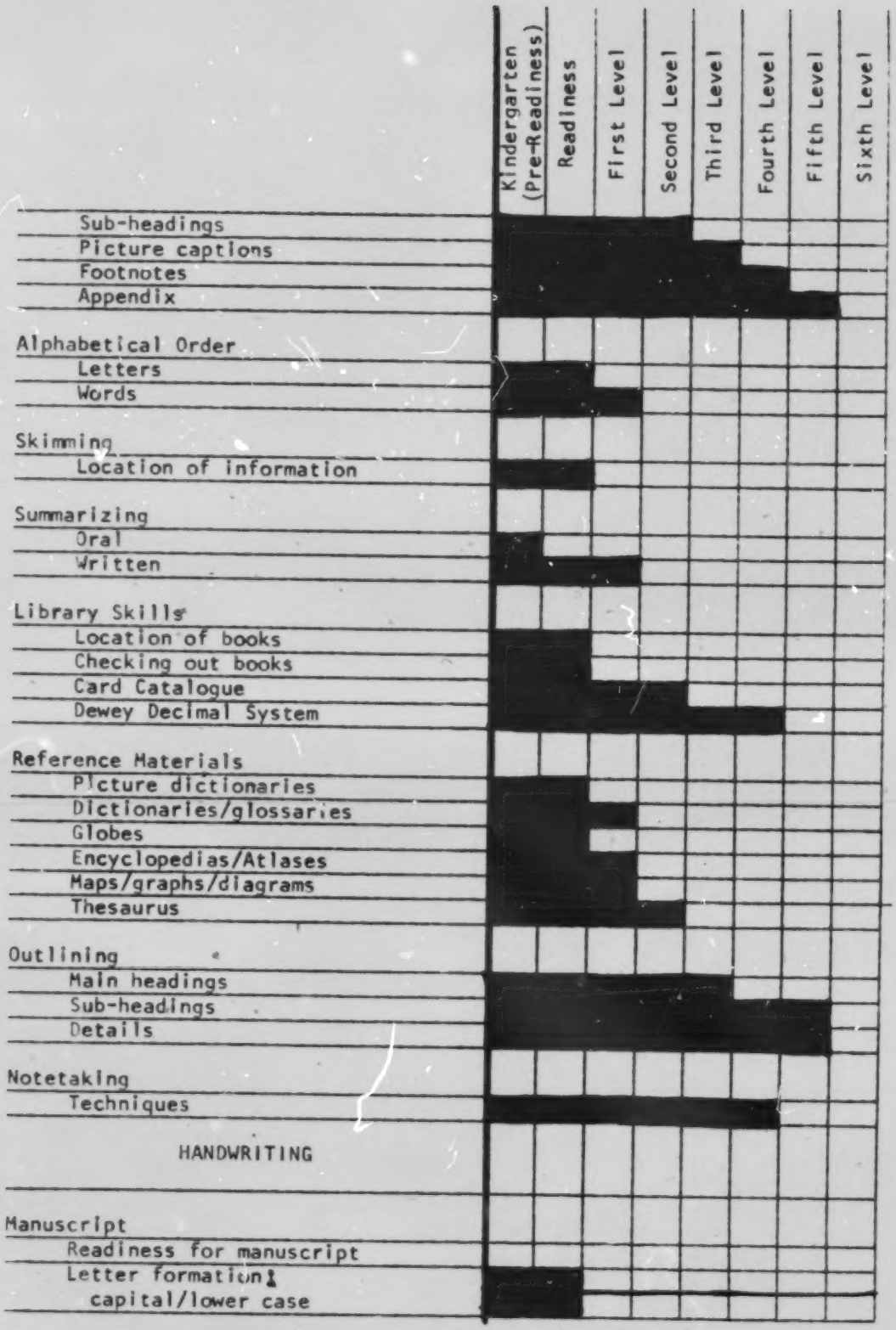
Skills K-6 (continued)



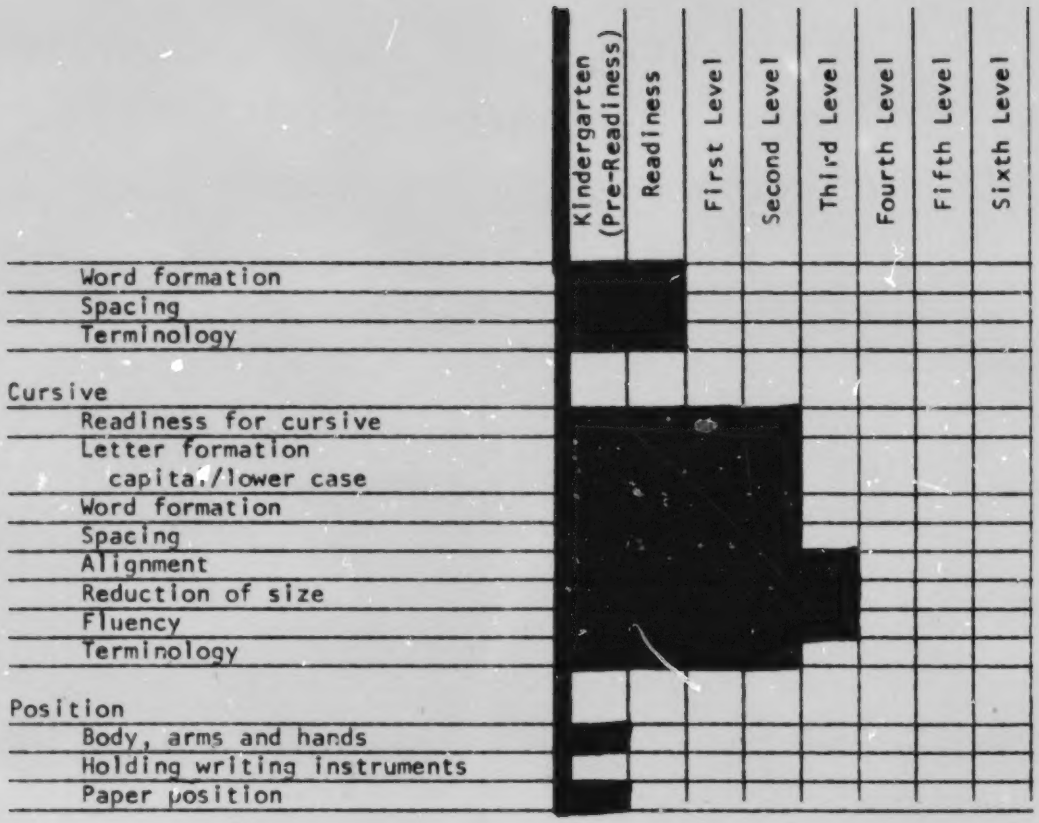
Skills K-6 (continued)



Skills K-6 (continued)



Skills K-6 (continued)



KINDERGARTEN LEVEL

(Pre-Readiness)

ENGLISH LANGUAGE ARTS SKILLS

Spatial Relations

Locates and names body parts (head, neck, shoulders, chest, back, arms, etc.)

Moves around and through objects as directed

Distinguishes between and demonstrates the concepts of right/left; up/down; forward/backward; in/out; before/behind

Gross Motor

Maintains body balance while standing

Walks backward, forward and sideways according to directions in a coordinated way

Hops, runs, skips, jumps and gallops in a coordinated way

Jumps over simple obstacles or a rope, line, etc.

Rolls a ball toward a given target

Fine Motor

Finger paints a picture or design

Demonstrates skill in tearing and cutting

Manipulates large puzzles pieces successfully

Strings beads in a coordinated fashion

Produces large circles and sticks on chalkboard, in the air, and on unlined paper

Holds primary chalk or kindergarten crayon correctly

Traces geometric forms with one finger

Visual Skills

Discriminates between objects that are grossly different

Matches like objects

Matches like geometric forms

Discriminates according to shape, size, color and location

Discriminates groups according to shape, color and size

Recalls verbally prior visual experiences

Auditory Skills

Identifies common sounds

Distinguishes specific sounds among others

Describes specific characteristics of sound (loud/soft, etc.)

Follows simple oral directions

Imitates a sound produced by another person or object

Listens attentively to short stories and discussions

Listens for a specific purpose

Expressive Language

Reacts verbally with other children and adults

Tells a personal experience in a clear, interesting manner

KINDERGARTEN LEVEL

(Readiness)

ENGLISH LANGUAGE ARTS SKILLS

Spatial Relations

Establishes hand and foot dominance

Verbalizes placement (right/left; up/down, etc.)

Gross Motor

Throws a ball to a target, or to another person

Catches a ball

Bounces a ball

Demonstrates skill on balance beam

Walks forward, backward and sideways along a line, maintaining balance

Pantomimes common activities

Fine Motor

Cuts on a line with curves and straight lines

Folds paper according to directions

Produces circles, sticks and letters between given lines (large space)

Traces outline of a given letter (2")

Holds writing instrument correctly (chalk, readiness crayon, large diameter pencil)

Copies a given letter

Traces name in manuscript (large size)

Writes name in manuscript

Visual Skills

Discriminates between geometric forms

Matches like letters

Discriminates letter forms

Reproduces prior visual experiences

Reproduces a pattern in the correct sequence

Recalls in correct sequence information through visual cues

Identifies letters by name

Auditory Skills

Identifies words that rhyme

Produces words that rhyme

Reproduces simple rhythmic patterns

Follows simple oral directions in sequential order

Repeats verbatim groups of not more than three numbers and simple sentences

Retells the essential elements of a story that has been told

Expressive Language

Speaks in complete sentences

Has adequate vocabulary and linguistic skills for expressing ideas

Tells a familiar story

Tells a story about pictures

Uses descriptive words to tell about on object that is felt but not seen

FIRST LEVEL

ENGLISH LANGUAGE ARTS SKILLS

* Introduced but not stressed at this level

PHONETIC ANALYSIS

Visual Discrimination

Identification of:
- consonants
- vowels
- consonant clusters/blends
- digraphs
- vowel combinations
- diphthongs
- * words to fit CVC, CVVC, and CVCe patterns

Recognition of sight words appropriate to text

Auditory Discrimination

Consonants: initial position
Consonants: final position
Consonants: medial position
Vowels: long
Vowels: short
Consonant clusters/blend: initial
Consonant clusters/blend: final
Vowels: combinations
Diphthongs
Rhyming words

LANGUAGE SKILLS

Punctuation

Identification sentence closers: period, question mark, exclamation mark
Recognition of dialogue by the use of quotation marks
Identification of the use of apostrophe

Capitalization

Use of capital letters in names
Use of capital letters in the beginning of sentences
* Use of capital letters in titles

First Level (continued)

Types of Sentences

Identification of statements (.)
Identification of questions (?)
Identification of exclamations (!)

Nouns

Identification of nouns as naming words
Determiners (noun markers)

Pronouns

* Substitution of pronouns for nouns

Verb

Identification of verbs as action words

Preposition

* Identification of prepositional phases as location

Conjunction

* Use of and as a connector

Composition

Oral (creative)
* Written (sentences)

STRUCTURAL ANALYSIS

Plural Forms of Nouns

Identification of regular nouns
* Identification of irregular nouns
Identification of plural nouns ending in ___y

Verb Endings

Identification of verb endings: ___s, ___es, ___ed, ___ing

Irregular Verb Forms

* Identification of irregular verb form

Possessives

Identification of singular possessive
* Identification of plural possessive

First Level (continued)

Compound Words

Identification of compound words
Construction and use of compound words

Contractions

Identification of contractions
Construction and use of contractions

* Base and Root Words

Affixes

* Suffixes

Syllabication

Syllabication of one and two syllable words
* Syllabication of three-or-more syllable words

Sentence Patterns

Construction of simple sentences

COMPREHENSION AND INTERPRETATION

Sequence of Events

Order pictures
Order events orally
Number events sequentially

Recall of Details

Oral
Simple story

Prediction of Outcomes

Oral

Inferences

Interpret pictures
Interpret stories

Main Ideas

Identification of main idea

First Level (continued)

Context/Picture Clues

Using pictures clues to decade story
Using context clues to complete open-ended sentences

Feelings/Attitudes

Identification of the characters actions, and feelings
Use of role playing, pantomine, and gestures for interpretation

Fact/Fiction

Identification of fantasy stories/poems
Identification of factual stories/poems

Antonyms

Identification of antonyms

Synonyms

Identification of synonyms

Homophones/Homonyms/Homographs/Heteronyms

Identification of homophones, homonyms, and homographs

Abbreviations

* Recognition of abbreviations

Types of Literature

Poetry:
- Nursery Rhymes
- Narrative
- * Haiku

Prose:
- Fiction
- Fairy tale
- Fable
- Folktale
- * Play

Oral Reading

Expression
Fluency

STUDY SKILLS

Following Directions

Oral
Written

Classification

Size
Shape
Color
Texture
Number

Parts of Books

Identification of titles
Identification of title pages
Identification of tables of contents

Alphabetical Order

Letters

Skimming

Skimming to locate information

Summarizing

Oral summarization of short stories/poems

Library Skills

Location of appropriate types of books
Use of correct procedure for signing out books

Reference Materials

Use of beginning (picture) dictionary
Use of globe
* Use of maps

HANDWRITING

Manuscript

Holding writing instruments correctly
Positioning paper correctly
Constructing circles and lines correctly to form capital and lower case letters
Positioning letters correctly on lined paper
Proper spacing of letters and words
Writing on chalkboard
Position of body, arms, hands

SECOND LEVEL

ENGLISH LANGUAGE ARTS SKILLS

*Initial Introduction

PHONETIC ANALYSIS

Visual Discrimination

Recognition of sight words appropriate to text

Auditory Discrimination

Consonants: initial position
Consonants: final position
Consonants: medial position
Consonants cluster/blends
Consonant diagraphs
Vowels: short
Vowels: long
Diphthongs
Vowels with r
Rhyming words

Spelling Patterns

LANGUAGE SKILLS

Punctuation

Sentence closers:
- Comma
- Quotation marks
- Exclamation

Apostrophe

Capitalization

In names
In beginning of sentences
* In titles

Types of Sentences

Statements
Questions

Exclamations
* Commands

Nouns

Identification of nouns as persons, places, things
* Determiners (noun markers)

Pronouns

* Substitution of pronouns for nouns

Verbs

Using verbs as action words

Preposition

* Identifying prepositional phrases

Conjunctions

* Used as connectors

Adjectives

* Identifying describing words

Composition

Oral
Written sentences
* Written paragraph

STRUCTURAL ANALYSIS

Plural Forms of Nouns

Regular
* Irregular

Verb Endings

Use of verb endings: -s, -es, -ed, -ing

Irregular Verb Forms

* Distinguished from regular

Possessives

Use of possessive singular
* Use of possessive plural

Compound Words

Identification of compound words
Construction and use of compound words

Contractions

Construction and use of contractions

* Base and Root Words

Recognition and use

Affixes

* Prefixes
* Suffixes

Syllabication

* Division of words

Sentence Patterns

Contruction of:
Simple sentences
Compound sentences
Complex sentences

COMPREHENSION AND INTERPRETATION

Sequence of Events

Pictures
Events

Recall of Details

Oral
* Written

Prediction of Outcomes

Oral
* Written

Cause and Effect

Oral
* Written

Second Level (continued)

Inferences

Interpretation of pictures
Interpretation of stories

Main Idea

Context/Picture Clues

Feelings/Attitudes

Fact/Fiction

Antonyms

Synonyms

Hymophones/Homographs/Homonyms/Heteronyms

Abbreviations

Recognition
* Use

Figurative Language

* Simile
* Metaphor

Dramatic Structure

Beginning, middle, and end of stories

Types of Literature

Poetry
Narrative
Lyric
Haiku

Prose
Fiction
Non-fiction
Fairy tale
Fable
Folktale
Play

* Biography
* Autobiographies

Oral Reading

Expression
Fluency

STUDY SKILLS

Following Directions

Oral
Written

Classification

Categories

Parts of Books

Title
Table of Contents
* Index
* Glossary

Alphabetical Order

Letters
* Words

Skimming

Location of information

Summarizing

Oral
* Written

Library Skills

Location of appropriate types of books
Use of correct procedure for signing out books

Reference Materials

Dictionary
Globe
* Encyclopedia/Atlas
* Maps/charts

HANDWRITING

Manuscript

- Letter formation
- Word formation
- Position on lined paper
- Spacing of letters and words
- Alignment
- Terminology

Position

- Body, arms, hands
- Holding crayon, chalk, and pencil
- Paper position

THIRD LEVEL

ENGLISH LANGUAGE ARTS SKILLS

*Initial Introduction

PHONETIC ANALYSIS

Visual Discrimination

Recognition of sight words appropriate to text
Recognition of cursive letters

Auditory Discrimination

Consonants: initial position
Consonants: final position
Consonants: medial position
Consonants clusters/blends
Consonant digraphs
Vowels: short
Vowels: long
Vowels: combinaiton
Diphthongs
Vowels with r
* Schwa: (ə) in unstressed syllable
Rhyming words

Spelling Patterns

LANGUAGE SKILLS

Punctuation

Sentence closers:
- Commas
- Quotation marks

Apostrophes
* Hyphens

Capitalization

Of proper nouns
At beginning of sentences
In titles
* At beginning of quotes

Types of Sentences

Statements
Questions
Exclamations
Commands

Nouns

Identification of nouns as persons, places, and things
Determiners (noun markers)

Pronouns

Substitution of pronouns for nouns
* Identification of antecedent of pronouns
* Identification of subject and object forms of pronouns

Verbs

As action words
* As helping verbs

Prepositions

* Preposition followed by nouns

Conjunctions

Used as connectors

Adjectives

Describing words
* Comparison

Adverbs

* Concept of adverbs
* Construct by adding ly
* Identifying in content

Letter Writing

* Parts
* Punctuation

Composition

Oral
Written sentences
Written paragraphs

STRUCTURAL ANALYSIS

Plural Forms of Nouns

- Regular
- Irregular

Verb Endings

- Tense:
  - Past
  - Present
  - Future

Irregular Verb Forms

- Distinguished from regular

Possessives

- Singular
- Plural

Compound Words

- Regular
- * Hyphenated

Contractions

- Construction and use

Base and Root Words

- Recognition and use

Affixes

- Prefixes
- Suffixes

Syllabication

- Division
- * Stress

Sentence Patterns

- Construction of:
  - Simple sentence
  - Compound sentence
  - Complex sentence

COMPREHENSION AND INTERPRETATION

Sequence of Events

Recall of Details

- Oral
- Written

Prediction of Outcomes

- Oral
- Written

Cause and Effect

- Oral
- Written

Inferences

Main Idea

Context/Picture Clues

Feelings/Attitudes

Fact/Fiction

Antonyms

Symonyms

Homophones/Homographs/Homonyms/Heteronyms

Abbreviations

- Recognition
- Use

Figurative Language

- Simile
- Metaphor
- * Alliteration
- * Personification
- * Exaggeration

Dramatic Structure

- * Order - chaos - order

Types of Literature

- Poetry
  - Narrative
  - Lyric
  - Haiku
  - Cinquain
- Prose
  - Fiction
  - Non-fiction
  - Fairy tale
  - Fable
  - Play
  - Mystery
  - Tall tale
  - * Legend

Oral Reading

- Expression
- Fluency

STUDY SKILLS

Following Directions

- Oral
- Written

Classification

- Categories

Parts of Books

- Title
- Table of Contents
- Title page
- Index
- Glossary
- * Chapter headings
- * Sub-headings

Alphabetizing

Skimming

Summarizing

Library Skills

Location of appropriate books
Correct procedure for signing out books
* Card Catalogue

Using Reference Materials

Dictionary
Globe
Encyclopedia/Atlas
* Maps/charts/graphs/diagrams

HANDWRITING

Manuscript

Capital letters
Lower case letters
Words
Reduction of size

*Transition from Manuscript to Cursive

Readiness for cursive

Muscular maturity necessary for continuous left to right motion

Recognizes all upper and lower case letters in cursive form

Reads easy words and sentences in cursive

Capital letters
Lower case letters
Words

Position

Body, arms, hands
Holding writing instrument
* Paper position (for cursive)

Kindergarten Level

ENGLISH LANGUAGE ARTS

Course Description:

The kindergarten language arts program begins with general pre-readiness skills and continues with more complex readiness skills for those students who have acquired the general pre-readiness skills. Correlated lessons are provided to help the student develop the following skills:

Oral language; gross motor and fine motor; auditory and visual perception; sensory awareness; and listening.

Instructional Guidelines:

During the kindergarten year students are exposed to a variety of language arts experiences. Emphasis is on oral language development. Kanawha County's English language arts skills list, pre-readiness and readiness levels, serve as the basis for the kindergarten program. The basic county adopted materials and related supplementary materials are utilized in implementing the instructional program.

The pre-readiness skills are the core of the first semester instructional program. The oral experience approach is emphasized at this level - pencil, paper activities are almost nonexistent. All students should acquire these skills by the end of the school year, but many will acquire them by the end of the first semester.

For those students who have acquired the pre-readiness skills, the next step is readiness. However, the average student is not ready

to begin using a readiness text book until the beginning of second semester. These books are to be used only when the students have had sufficient background experience and instruction to insure success with the page activity.

Consumable adopted readiness books may be utilized in various ways. Some pages may be removed and used either as teacher directed lessons and/or in independent learning stations. The narrative of some pages may be recorded and used in a listening station.

Selection and utilization of appropriate instructional materials is determined after diagnostic testing and evaluation. It is the teachers' responsibility to provide pre-readiness learning activities for those students with specific skill needs and to provide skill extension and refinement for the more advanced students. Optional skills for the advanced student are included in teachers' editions of basic texts.

In most situations, the readiness level books usually taught at first level, will not be consumed by the kindergarten student. However, the skills may be presented to those students who show readiness for this level of instruction, reserving the student book to be used for review and diagnosis at the beginning of the first year.

Handwriting skills development is dependent upon fine motor development. Major emphasis on handwriting is based on acquisition of the pre-writing skills identified in the pre-readiness language arts skills list. Having acquired these pre-writing skills, the student procedes to the handwriting skills found in the readiness list. Instruction in the skills of handwriting is teacher directed in small groups or with individual students.

The instructional day should be organized to provide for individual differences in child growth and development. The language arts program is best presented through a balance of large group, small group and individualized learning activities. Learning centers may be set up to reinforce previously taught skills.

First Level

ENGLISH LANGUAGE ARTS

Course Description:

The first level correlated English language arts program further develops and reviews the readiness skills introduced at Kindergarten level and continues to emphasize oral language development. A structured program of word attack skills, language usage, reading for comprehension, and handwriting is introduced and taught at this level.

Instructional Guidelines:

Accurate instructional level placement is essential to continuous progress, therefore the first year teacher must make careful observation, administer appropriate diagnostic tests and evaluate each student to determine program placement. For those students needing continued readiness development, the teacher should refer to and use kindergarten and first year readiness skills and instructional materials.

In an average classroom one should expect to find three basic reading groups. Grouping must remain flexible.

A major emphasis in the first level program is on oral language development. The sequence of skills is determined by the basic reading program being used. Regardless of the program, the teacher is responsible for continuous maintainance and review of skills. Optional skills are to be used with students who are ready for an extension of the required skills. The English language arts list has been devised to assist the teacher and is not restrictive in any way. Creativity is encouraged.

A variety of teaching methods should be implemented to provide for the various learning styles of students. A balanced instructional program of reading, language, spelling and writing should be maintained through large group, small group, and individualized learning activities. To insure application of skills, there must be daily reinforcement through short drills, instructional games, and independent learning stations.

The language arts block consists of two and one half hours instructional time. During this block of time, which is usually divided into morning (1 1/2 hours) and afternoon sessions (1 hour), each student should receive an average of two twenty-minute teacher directed lessons in the basic program per day. Independent and related language arts activities should be related to and a reinforcement of the skills taught during the teacher-directed lesson. Unsupervised handwriting is not recommended as an independent or related activity, as this will tend to result in the reinforcement of poor writing habits. Daily teacher directed handwriting lessons are a part of the language arts block.

Kanawha County's English Language Arts Skills Lists levels K-1, are the basis of the first year instructional program. Adopted textbooks and related supplemental materials and used to facilitate instruction.

Second Level

ENGLISH LANGUAGE ARTS

Course Description:

The second year English language arts program continues the development of basic skills in listening, speaking, reading and writing. Refinement of oral and written language skills, the word attack skills necessary for effective reading and the skills of manuscript handwriting is the chief task of the teacher.

Instructional Guidelines:

Evaluation of student progress in skill aquisition is the first step in grouping for instruction. Teacher observations, diagnostic tests, and student skill progress records are the basis for grouping for instruction. All students assigned to the second level teacher will not have completed the first year program of skills, therefore it is the responsibility of the teacher to provide instruction at the students placement level.

Adopted basic instructional materials and recommended supplemental materials are used to implement the developmental program. Workbooks are to be used under the direction of the teacher for skill reinforcement rather than independent seatwork. Additional reinforcement of skills may be provided through related learning station activities and appropriate instructional games.

The language arts block of time provides for each student to participate daily in a teacher directed reading lesson in a small group situation. Students will rotate from the directed reading

lesson to assigned reinforcement activities and to independent related activities which require application of skills.

Daily directed handwriting lessons are necessary for the development of quality handwriting.

Third Level

ENGLISH LANGUAGE ARTS

Course Description:

The third level English language arts program is designed to build and further develop the discrimination skills essential to continued progress in reading, to provide continued development in oral communication and interpretation skills, to introduce the more formal written language skills of usage and composition, and to increase accuracy in spelling skills. Cursive handwriting is introduced and developed at this level as a daily directed lesson. Refinement and maintenance of manuscript continues throughout the year.

Instructional Guidelines:

Since third year is the last level in the primary division, it is utilized mainly as a period of refinement and should lead to mastery of the basic skills common to most basic reading and language programs.

Accurate student evaluation must continue to insure proper instructional placement and continuous progress.

After determining the method most appropriate to meet student needs, the teacher will utilize Kanawha County's language arts skills list. the basic adopted texts, and related supplemental materials for program implementation.

Flexibility continues to be stressed at this level and should allow students to move with ease to different groups according to

their individual needs. Instructional groups should be small enough to provide for interaction and individuality.

Cursive writing is introduced at this level. The transition period from manuscript to cursive includes specific readiness skills that must be acquired before cursive handwriting is begun. (Refer to English Language Arts Skills List, Third Level, Handwriting) Daily teacher directed lessons in accordance with the basic adopted text are required.

FOURTH LEVEL

ENGLISH LANGUAGE ARTS SKILLS

*Initial introduction

PHONETIC ANALYSIS

Visual Discrimination

Sight words appropriate to text

Auditory Discrimination

Consonants: initial position
Consonants: final position
Consonants: medial position
Consonants cluster/blends
Consonants: digraphs
Vowels: short
Vowels: long
Vowels: combinations
Diphthongs
Vowels with r
Schwa ə
Rhyming words

Spelling Patterns

LANGUAGE SKILLS

Punctuation

Sentence closers:
- Question
- Quotation
- Comma

Apostrophe
Hyphen
* Dash

Capitalization

Of proper nouns
At beginning of sentence
In titles
At beginning of quotes

Fourth Level (continued)

Types of Sentences

* Declarative
* Interrogative
* Imperative
* Exclamatory

Nouns

Common
Proper
Determiners (noun markers)

Pronouns

Personal
Possessive

Verbs

Auxiliary
Tense:
Present
Past
Future

Agreement of subject and verb

Preposition

Adjectives

Identification and function in a sentence
Comparative

Adverbs

Identification and function in a sentence

* Conjunctions

Used as connectors

Letter Writing

Parts of a letter
Punctuation
Types

Composition

Oral
Written sentences
Written paragraphs

STRUCTURAL ANALYSIS

Plural Forms of Nouns

- Regular
- Irregular
- * Unchanged

Verb Endings

Tense:
- Past
- Present
- Future

Irregular Verb Forms

Distinguished from regular

Possessives

- Singular
- Plural

Compound Words

- Regular
- Hyphenated

Contractions

Construction and use

Base and Root Words

Recognition and use

Affixes

- Prefixes
- Suffixes

Syllabication

- Division
- Stress

Sentence Patterns

- N-V
- N-V-N
- N-LV-N
- N-LV-Adj.
- N-LV-Adv.

Construction of:
- Simple sentences
- Compound sentences
- Complex sentences

COMPREHENSION AND INTERPRETATION

Sequence of Events

Recall of Details
- Oral
- Written

Prediction of Outcomes
- Oral
- Written

Cause and Effect
- Oral
- Written

Inferences

Main Ideas

Context/Picture Clues

Feelings/Attitudes

Fact/Fiction

Antonyms

Synonyms

Homophones/Homographs/Homonyms

Abbreviations
- Recognition
- Use

Figurative Language
- Simile
- Metaphor
- Alliteration
- Personification
- * Onomatopoeia

Exaggeration
Pun
* Regional Dialect

Dramatic Structure

* Setting
* Problem
* Climax
* Resolution

Types of Literature

Poetry
Haiku
Cinquain
* Limerick

Prose
Fiction
Non-fiction
Fairy tale
Fable
Folktale
Play
Biography
Autobiography
Mystery
Tall tale
Legend
Myth
* Historical fiction
* Science fiction

Oral Reading

Expression
Fluency

STUDY SKILLS

Following Directions

Oral
Written

Classification

Categories

Parts of Books

- Glossary
- Index
- Table of Contents
- Chapter headings
- Sub-headings
- * Picture captions

Alphabetical Order

Skimming

Summarizing

Using Library Skills

- Card Catalogue

Using Reference Materials

- Dictionary
- Encyclopedia/Atlas
- * Thesaurus
- Maps/charts/graphs/globes/diagrams

Prerequisite for Outlining

- * Main headings

HANDWRITING

Manuscript

- Maintain correct form

Cursive

- Continuation, development, and refinement of form
- Use of pen
- Elimination of guideline

Position

- Body, arms, hands
- Holding writing instrument
- Paper position

Readiness for Cursive in Daily Work

- Mastery of cursive letter forms
- Writes easy cursive words

FIFTH LEVEL

ENGLISH LANGUAGE ARTS SKILLS

*Initial Introduction

PHONETIC ANALYSIS

Visual Discrimination

Sight words appropriate to text

Auditory Discrimination

Consonants: initial position
Consonants: final position
Consonants: medial position
Consonants clusters/blends
Vowels: short
Vowels: long
Vowels: combinations
Diphthongs
Vowels with r
Schwa (ə)
Rhyming words

Spelling Patterns

LANGUAGE SKILLS

Punctuation

Sentence closers:
- Comma
- Quotation marks

Apostrophe
Hyphen
Dash
* Colon
* Semicolon

Capitalization

Of proper nouns
At beginning of sentences

In titles
At beginning of quotes

Types of Sentences

Declarative
Interrogative
Imperative
Exclamatory

Nouns

Common
Proper
Determiners (noun markers)

Pronouns

Personal
Possessive

Verbs

Auxiliary
Tense:
- Present
- Past
- Future

Agreement of subject and verb

Preposition

Recognition and use

Adjectives

Identification and function in a sentence
Comparative and superlative forms

Adverbs

Identification and function in a sentence
Adverbial phrases

Conjunctions

Used as connectors

Letter Writing

Parts
Punctuation
* Types

Composition

- Oral presentations
- Written paragraphs
- Written stories and reports

STRUCTURAL ANALYSIS

Plural Forms of Nouns

- Regular
- Irregular
- Unchanged

Verb Endings

- Tense:
  - Past
  - Present
  - Future

Irregular Verb Forms

- Distinguished from regular

Possessives

- Singular
- Plurals

Compound Words

- Regular
- Hyphenated

Contractions

- Construction and use

Base and Root Words

- Recognition and use

Affixes

- Prefixes
- Suffixes

Syllabication

- Division
- Stress

Fifth Level (continued)

Sentence Patterns

- N-V
- N-V-N
- N-LV-N
- N-LV-Adj.
- N-LV-Adv.
- Construction of:
  - Simple sentences
  - Compound sentences
  - Complex sentences

COMPREHENSION AND INTERPRETATION

Sequence of Events

Recall of Details

- Oral
- Written

Prediction of Outcomes

- Oral
- Written

Cause and Effect

- Oral
- Written

Inferences

Main Ideas

Context/Picture Clues

Feelings/Attitudes

Fact/Fiction

Antonyms

Synonyms

* Acronyms

Homophones/Homographs/Homonyms/Heteronyms

Abbreviations

- Recognition
- Use

Fifth Level (continued)

Figurative Language

- Simile
- Metaphor
- Alliteration
- Personification
- Exaggeration
- Onomatopoeia
- Pun
- Regional dialect
- * Idiom
- * Cliche

Dramatic Structure

- Setting
- Problem
- Climax
- Resolution

Types of Literature

- Poetry
  - Haiku
  - Limerick
- Prose
  - Fiction
  - Non-fiction
  - Fairy tale
  - Fable
  - Foktale
  - Play
  - Biography
  - Autobiography
  - Mystery
  - Tall tale
  - Legend
  - Myth
  - Historical fiction
  - Science fiction
  - Essay

Oral Reading

- Expression
- Fluency

STUDY SKILLS

Follow Directions

- Oral
- Written

Classification

- Categories

Parts of Books

- Title
- Table of Contents
- Index
- Glossary
- Chapter headings
- Sub-headings
- Picture captions
- * Footnotes

Alphabetical Order

Skimming

Summarizing

Using Library Skills

- Card Catalogue
- Dewey Decimal System

Using Reference Materials

- Dictionary
- Globe
- Encyclopedia
- Maps/charts/graphs
- Atlas
- Thesaurus

Outlining

- Main heading
- * Sub-headings
- Details

* Notetaking

HANDWRITING

Manuscript

Maintain correct form

Cursive

Refine letter formation, size, and alignment
Use in daily work

Position

Maintain proper position of body, instrument, and paper

SIXTH LEVEL

ENGLISH LANGUAGE ARTS SKILLS

*Initial introduction

PHONETIC ANALYSIS

Visual Discrimination

Sight words appropriate to text

Auditory Discrimination

Consonants: initial
Consonants: final
Consonants: medial
Consonants clusters/blends
Consonant digraphs
Vowels: long
Vowels: short
Vowels: combinations
Diphthongs
Vowels with r
Schwa (ə)
Rhyming words

Spelling Patterns

LANGUAGE SKILLS

Punctuation

Sentence closers:
- Comma
- Quotation marks

Apostrophe
Hyphen
Dash
Colon
Semicolon
* Ellipse
* Parenthesis

Capitalization

Of proper nouns
At beginning of sentences

In titles
At beginning of quotes

Types of Sentences

Declarative
Interrogative
Imperative
Exclamatory

Nouns

Common
Proper
Determiners (noun markers)

Pronouns

Personal
Possessive

Verbs

Auxiliary
Tense:
- Present
- Past
- Future

Agreement of subject and verb

Preposition

Recognition and use

Conjunctions

Used as connectors

Adjectives

Identification and use in a sentence.

Adverbs

Identification, recognition, and use in a sentence

Letter Writing

Parts
Punctuation
Types

Composition

Oral presentations
Written paragraphs, stories, and reports

STRUCTURAL ANALYSIS

Plural Forms of Nouns

Regular
Irregular
Unchanged

Verb Endings

Tense:
- Past
- Present
- Future

Irregular Verb Forms

Distinguished from regular

Possessives

Singular
Plural

Compound Words

Regular
Hyphenated

Contractions

Construction and use

Base and Root Words

Recognition and use

Affixes

Prefixes
Suffixes

Syllabication

Division
Stress

Sentence Patterns

- N-V
- N-V-N
- N-LV-N
- N-LV-Adj.
- N-LV-Adv.
- Construction of:
  - Simple sentences
  - Compound sentences
  - Complex sentences

COMPREHENSION AND INTERPRETATION

Sequence of Events

Recall of Details

- Oral
- Written

Prediction of Outcomes

- Oral
- Written

Cause and Effect

- Oral
- Written

Inferences

Main Ideas

Context/Picture Clues

Feelings/Attitudes

Fact/Fiction

Antonyms

Acronyms

Synonyms

Homophones/Homographs/Homonyms/Heteronyms

Abbreviations

- Recognition
- Use

Figurative Language

- Simile
- Metaphor
- Alliteration
- Personification
- Exaggeration
- Onomatopoeia
- Pun
- Regional dialect
- Idiom
- Cliche

Dramatic Structure

- * Introduction
- * Complication
- Climax
- Resolution

Types of Literature

- Poetry
  - Haiku
  - Limerick
  - * Blank verse
- Prose
  - Fiction
  - Non-fiction
  - Fairy tale
  - Fable
  - Folktale
  - Play
  - Biography
  - Autobiography
  - Mystery
  - Tall tale
  - Legend
  - Myth
  - Historical fiction
  - Science fiction
  - Essay
  - * Novel
  - * Medieval romance

Oral Reading

- Expression
- Fluency

STUDY SKILLS

Following Directions

- Oral
- Written

Classification

- Categories

Parts of Books

- Title
- Table of Contents
- Title page
- Index
- Glossary
- Chapter headings
- Sub-headings
- Picture captions
- Footnotes
- * Appendix

Alphabetical Order

Skimming

Summarizing

Library Skills

- Use of correct procedure for signing out books
- Card Catalogue
- Dewey Decimal System

Using Reference Materials

- Dictionary
- Globes
- Encyclopedia
- Maps/charts/graphs/diagrams
- Atlas
- Thesaurus

Outlining

- Main heading
- Sub-headings
- * Details

Notetaking

HANDWRITING

Manuscript

Maintain correct form

Cursive

Refine letter formation, size, and alignment

Position

Maintain correct position of body, writing instrument, and paper

Fourth Level

ENGLISH LANGUAGE ARTS

Course Description:

Instruction in the English Language Arts at the fourth level is directed toward the review and refinement of skills taught at the primary level, and the extension of these skills through application in the content areas of the curriculum. Increased emphasis is placed on written language skills, study skills and their application in daily work.

Instructional Guidelines:

Evaluative instruments are used to determine the skills taught at primary level which need to be reviewed and reinforced at intermediate level. Some students may need to complete the third level skills program and some may need an enriched program. The basic English language arts skills list is to be used as a guide to selecting the skills to be reviewed and the skills to be introduced at this level.

Grouping for instruction is necessary to provide for the wide range of achievement levels. Since the instructional time block for the English language arts is reduced to one and one half hours at fourth level, it is imperative that the teacher concentrate on specific skill development within the correlated program. Reading, language and spelling are so interwoven as to become inseperable.

Basic adopted texts and related materials are to be used to implement the English language arts skills development. Supplemental

materials may be used for skill reinforcement, extension and enrichment.

Daily directed handwriting lessons should focus upon refinement of cursive writing and continued maintenance of good quality manuscript writing. Students should now use cursive handwriting in daily work.

Fifth Level

ENGLISH LANGUAGE ARTS

Course Description:

The fifth level program continues to facilitate continuous progress in the English language arts. A strong emphasis is placed upon refinement and application of skills introduced at previous levels. New skills are introduced according to the sequence of the adopted basic texts.

Instructional Guidelines:

The main emphasis of the fifth level English language arts program is further development of comprehension skills. Much emphasis is placed upon the utilization of the Instructional Materials Center for research, pleasure reading and committee work. The total instructional program must maintain a balance of speaking, reading, writing, listening and viewing.

After determining the student placement level, the teacher uses the method of instruction most appropriate to meet student needs in developing capabilities to the fullest performance in speaking, reading, writing and listening. Large group, small group or individualized instruction will be used in accordance with the instructional objective.

At this level, the development of independent work habits is stressed. Students are expected to follow written and oral directions with a minimum amount of guidance. They are also expected to do research, reports, experiements, committee work and homework related to daily instructional activities.

Sixth Level

ENGLISH LANGUAGE ARTS

Course Description:

The sixth level English language arts program reinforces previously taught skills and emphasizes increased comprehension and interpretation. Stress is placed upon application to other content areas and usage in daily communication. Types of literature introduced are expanded and emphasis is placed upon appreciation and critical evaulation.

Instructional Guidelines:

The sixth year language arts program continues to emphasize skill refinement and application. More complex study skills are introduced and stressed at this level.

Criterion-referenced tests and other appropriate diagnostic instruments should be used in determining skill strengths and weaknesses. Students should then be grouped accordingly.

It is important to develop the skills which apply to daily living and make the student more secure in spoken and written forms of communication.

Handwriting is an on-going process at the sixth level and is taught as a separate skill to insure proper letter size, letter formation, and alignment.

PRIMARY DIVISION

ENGLISH LANGUAGE ARTS

Adopted Texts and Related Materials

READING
(Adoption period: 7/1/73 through 6/30/78)
Holt, Rinehart & Winston
Basic Reading Program, c, 1973

KINDERGARTEN

Developing Pre-readiness Kit
About Me - Level 1 (Pre-readiness)

GRADE 1

Hear, See, Say, - Level 2 (Readiness)

Rhymes and Tales - Level 3

Books and Games - Level 4

Pets and People - Level 5

Can You Imagine - Level 6

Teacher Edition Pack (Levels 1-6)

Workbook (Levels 3-6)

Teacher Edition of Workbook

A Place For Me - Level 7

A Time For Friends - Level 8

Teacher Edition Pack (Levels 7-8)

Workbook - A Place For Me

Teacher Edition of Workbook

Workbook - A Time For Friends

Teacher Edition of Workbook

Light Screen and Components

Holt A-V Kit, Level 1

Evaluation Masters

Practice Masters (Levels 3-8)

Holt Phonic Recordings (Levels 1-8, with 16 7" records)

Holt Reading Kit, Cubes A and B (Levels 1-8)

GRADE 2

People Need People - Level 9

Teacher Edition

Workbook - People Need People

Teacher Edition of Workbook

The Way of the World - Level 10

Teacher's Edition

Workbook - Way of the World

Teacher Edition of Workbook

Holt A-V Kit (records/filmstrips)

Evaluation Masters

Practice Masters

Satellite Books

GRADE 3

Never Give Up - Level 11

Teacher's Edition

Workbook - Never Give Up

Teacher's Edition of Workbook

Special Happenings, Level 12

Teacher's Edition

Workbook - Special Happenings

Teacher's Edition of Workbook

Holt A-V Kit (filmstrips/records)

Evaluation Masters

Practice Masters

Satellite Books

The Economy Company
Keys to Reading, c. 1972

KINDERGARTEN

Stepping Stones (Readiness)

GRADE 1

Stepping Stones, Level 1 (Readiness)

Teacher's Edition

Pug - Level 2

Teacher's Edition

Pug Activity Book

Teacher's Edition -
Pug Activity Book

Sun Tree - Level 3

Teacher's Edition

Zip! Pop! Go! - Level 4

Teacher's Edition

Sun Tree and Zip! Pop! Go!
Activity Book

Teacher's Edition for Activity Book

Green Feet - Level 5

Teacher's Edition

Green Feet Activity Book

Teacher's Edition for Activity Book

Blue Dilly Dilly - Level 6

Teacher's Manual

Blue Dilly Dilly Activity Book

Teacher's Edition for Activity Book

Picture Cards (Levels 1-6)

Word, Phrase, and Symbol Cards (Levels 2-6)

Story Charts

Competency Skills Tests

Duplicating Masters

GRADE 2

Curbstone Dragons, Level 7

Teacher's Manual

Curbstone Dragons Activity Book

Teacher's Edition

Mustard Seed Magic, Level 8

Teacher's Manual

Mustard Seed Magic Activity Book

Teacher's Edition for Activity Book

Symbol and Word Cards (Levels 7 and 8)

Competency Skills Test for Curbstone Dragons

Competency Skills Test for Mustard Seed Magic

Duplicating Masters A and B for Levels 7 and 8

GRADE 3

Air Pudding and Wind Sauce, Level 9

Teacher's Manual

Mysterious Wisteria, Level 10

Teacher's Manual

Symbol Cards (Levels 9 and 10)

Competency Skills Test for Air Pudding and Wind Sauce

Competency Skills Test for Mysterious Wisteria

Duplicating Masters A and B for Levels 9 and 10

SPELLING
(Adoption Period: 7/1/73 through 6/30/78)

J. B. Lippincott
Basic Spelling, c. 1973

KINDERGARTEN

No textbook

GRADE 1

Textbook not recommended

GRADE 2

Book B

Book B, Teacher Edition

GRADE 3

Book C

Book C, Teacher Edition

ENGLISH LANGUAGE ARTS
(Adoption period: 1974-75 to 1978-79)

D. C. Heath Co., 1973
Communicating

KINDERGARTEN

No Textbook

GRADE 1

Communicating, Level 1

Teacher's Edition, Level

Record (one 12" record)

Evaluation Masters

Games for Communicating, (Kit for Levels 1, 2, 3)

GRADE 2

Communicating, Level 2

Teacher's Edition, Level 2

Records (two 12" records)

Sentences for Communicating, Activities Kit

Sentences for Communicating, Teacher's Edition

Evaluation Masters

Games for Communicating, (Kit for Levels 1, 2, 3)

GRADE 3

Communicating, Level 3

Teacher's Edition

Records (two 12" records)

Sentences for Communicating, Activities Kit

Sentences for Communicating, Teacher's Edition

Evaluation Masters

Games for Communicating, (Kit for Levels 1, 2, 3)

Harcourt Brace Jovanovich
Language For Daily Use, c. 1973
(Adoption period: 1975-76 to 1978-79)

KINDERGARTEN

Let's Talk and Listen, Beginning Level

Teacher's Edition

GRADE 1

Let's Talk and Write: blue, Level

Teacher's Edition

GRADE 2

Language For Daily Use: Red, Level 2

Teacher's Edition

GRADE 3

Language For Daily Use: Green

Teacher's Edition

HANDWRITING
(Adoption period: 1974-75 to 1978-79)

Zaner Bloser
Expressional Growth Through Handwritng, 1973

KINDERGARTEN

Ready! Set! Go! (Readiness) 81
Teacher's Edition Only

GRADE 1

Ready! Set! Go! (Readiness)

Sound Off

Pupil Text

Teacher's Edition

*Z-B Handwriting Crayon No. 5 (black) Kin-Tac Alphabet Cards - Manuscript

*"Peek-Thru" overlay for self-evaluation, Manuscript 1

*Perception Strips in four colors illustrating stroke sequence - Manuscript

*Primary Pencil (without eraser)

*Trace-A-Bit Manuscript Set

GRADE 2

Off We Go! (Manuscript)

Pupil Text

Teacher's Edition

*"Peek-Thru" overlays for self-evaluation, Manuscript 2

*Diagnostic rulers, Manuscript

*Perception Strips in four colors illustrating stroke sequence Mansucript Cards

*Primary Pencil (without eraser)

*Trace-A-Bit (Manuscript Set)

*Available through Kanawha County's Instructional Supply Store

GRADE 3

A New Universe (Transition)

Pupil Text

Teacher's Edition

*Kin-Tac-Alphabet Cards - Cursive

*"Peek-Thru" overlays for self-evaluation, Manuscript 3 and Cursive 3

*Diagnostic rulers, Cursive

*Transition Cards

*Cursive Cards

*Trace-A-Bit (Cursive Set)

*Available through Kanawha County's Instructional Supply Store

PRIMARY DIVISION

RECOMMENDED SUPPLEMENTAL MATERIALS

	Per Classroom
Picture Dictionary	5
Beginning Dictionary	10
Beginning Thesaurus (Third Level)	5
Globe	1
Peabody Kit - Levels K, 1, or 2	1
SRA Reading Lab	1
DLM Tapes/Masters (auditory, visual, motor, memory, discrimination)	1 set each
K-1 Pegboards/Pegs (DLM)	5
K-1 Puzzles (DLM)	5
K-1 Beads (Boxes) (DLM)	5
K-1 Parquetry Blocks/Patterns (DLM)	5
Instant Readers (Holt, Rinehart, Winston)	1 set
Weekly Reader or Scholastic Reader	1 per child
Consonant Sound Module (Singer)	1 set
Red Schoolhouse (SRA)	1 set
Vowel Sound Learning Module (Singer)	1 set
Educational Games such as Vowel Lotto, Consonant Bingo	

PRIMARY DIVISION

EQUIPMENT LIST

* optional

ITEM	Per-Building	Per-Division	Per-Grade	Per-Teacher
16mm Projector		1		
Filmstrip Projector			1	
Filmstrip Viewer - Auto-Vance				1
Filmstrip Previewer -Individual				1
Tape Recorder - Cassette				1
Tape Playback Unit - Cassette				1
Headphones				8
Listening Station				1
Overhead Projector				1
Opaque Projector	1			1
Projection Screen				1
Television and Cart				1
Easel				1
Chart Rack				1
A.V. Cart with electrical outlet	1	1		1
Hot Plate			1	
Flannel Board				1
*Language Master		1		
*Tachistoscope	1			
*Speed-i-o-scope	1			
*Systems 80 Machine		1		

INTERMEDIATE DIVISION

ENGLISH LANGUAGE ARTS

Adopted Texts and Related Materials

READING
(Adoption period: 7/1/73 through 6/30/78)

Holt, Rinehart & Winston
Basic Reading Program, c. 1973

GRADE 4

Time To Wonder, Level 13

Teacher's Edition

Workbook, Time to Wonder

Teacher Edition of Workbook

Holt A-V Kit (filmstrips/records)

Satellite Books

Evaluation Masters

Practice Masters

GRADE 5

Freedom's Ground, Level 14

Teacher's Edition

Workbook, Freedom's Ground

Teacher Edition of Workbook

Holt A-V Kit (filmstrips/records)

Satellite Books

Evaluation Masters

Practice Masters

GRADE 6

Riders On the Earth, Level 15

Teacher's Edition

Workbook, Riders On the Earth

Teacher's Edition of Workbook

Holt A-V Kit (filmstrips/records)

Satellite Books

Evaluation Masters

Practice Masters

The Economy Company
Keys to Reading, c. 1972

GRADE 4

Silver Twist - Level 11

Teacher's Manual

The Kickingbirds Kids'

Book Factory (Skills Book)

Teacher's Edition of Skills Book

Competency Skills Test for Silver Twist, Parts I and II

Duplicating Masters for Level 11

GRADE 5

Cinnamon Peaks - Level 12

Teacher's Manual

The Scratch Papers (Skills Book)

Teacher's Edition of Skills Book

Competency Skills Test for Cinnamon Peaks, Parts I and II

Duplicating Masters for Level 12

GRADE 6

Lavender Skywriters - Level 13

Teacher's Manual

The Dopple Gang (Skills Book)

Teacher's Edition of Skills Book

Competency Skills Test for Lavender Skywriters, Parts I and II

Duplicating Masters for Level 13

SPELLING
(Adoption Period: 7/1/73 through 6/30/78)

J. B. Lippincott
Basic Spelling, c. 1973

GRADE 4

Book D

GRADE 5

Book E

GRADE 6

Book F

Book G (7th grade and accellerated 6th)

ENGLISH LANGUAGE ARTS
(Adoption period: 1974-75 to 1978-79)

D. C. Heath Co., 1973
Communicating

GRADE 4

Communicating, Level 4

Teacher's Edition

Records (two 12" records)

Sentences for Communicating, Activities Kit

Sentences for Communicating, Teacher's Edition

Evaluation Masters

GRADE 5

Communicating, Level 5

Teacher's Edition

Records (two 12" records)

Sentences For Communicating, Activities Kit

Sentences For Communicating, Teacher's Edition

Evaluation Master

GRADE 6

Communicating, Level 6

Teacher's Edition

Records (three 12" records)

Sentences For Communicating, Activities Kit

Sentences for Communicating, Teacher's Edition

Evaluation Masters

Harcourt, Brace Jovanovich
Language For Daily Use, c. 1973
(Adoption period: 1975-76 to 1978-79)

GRADE 4

Language for Daily Use: Orange, Level 4

Teacher's Edition

GRADE 5

Language for Daily Use: Purple, Level 5

Teacher's Edition

GRADE 6

Language for Daily Use, Brown, Level 6

Teacher's Edition

HANDWRITING
(Adoption period: 1974-75 to 1978-79)

Zaner Bloser
Expressional Growth Through Handwriting, 1973

GRADE 4

Gliding Along

Pupil Text

TEacher's Edition

GRADE 5

Upward Thrust

Pupil Text

Teacher's Edition

Gaining Momentum

Pupil Text

Teacher's Edition

RELATED HANDWRITING MATERIALS - 4 - 6
(May be purchased through Kanawha County's Instructional Supply Store)

"Peek-Thru" overlays for self-evaluation (Cursive 4)

Diagnostic rulers (Cursive)

Perception Strips in four colors illustrating stroke sequence - Cursive Cards

Standard Ballpoint Pen

Trace-A-Bit Cursive

INTERMEDIATE DIVISION

RECOMMENDED SUPPLEMENTAL MATERIALS

ITEM	Per Classroom
Dictionary	10
Thesaurus	5
Encyclopedia	1
Atlas	1
Map Set	1
Globe	1
R/L Educational Learning Package	1
R/L Criterion Referenced Tests	as needed
Specific Skills (Barnell Loft)	1 set of 5 each skill
SRA Reading Labs	1
Personalized Reading Kit Levels 4-5 or 6 (Xerox Corporation)	1 kit at level
Readers Digest Skill Builders	sets of 5 per level

INTERMEDIATE DIVISION

EQUIPMENT LIST

* optional

ITEM	Per-Building	Per-Division	Per-Grade	Per-Teacher
16mm Projector		1		
Filmstrip Projector			1	
Filmstrip Viewer - Auto-Vance				1
Filmstrip Previewer - Individual				1
Tape Recorder - Cassette				1
Tape Playback Unit - Cassette				1
Headphones				8
Listening Station				1
Overhead Projector				1
Opaque Projector	1			1
Projection Screen				1
Television and Cart				1
Easel				1
Chart Rack				1
A.V. Cart with electrical outlet	1	1		1
Hot Plate			1	
*Controlled Reader	1			
*Language Master		1		
*Tachistoscope	1			
*Speed-i-o-scope	1			
*Systems 80 Machine		1		

ENGLISH LANGUAGE ARTS

EVALUATION

Evaluation is the assessment of student achievement and is essential to student progress, effective teacher planning, and school/home communication. This is a continuous process incorporating various methods appropriate to the situation and purpose of the assignment.

Diagnosis is the initial step in the evaluation process and is basic to placement on the appropriate instructional level. Throughout the English language arts program, the student is continually evaluated to insure progress at a rate commensurate with ability.

Evaluation should be positive and should be consistent with the Kanawha County Progress Report. Systematic record keeping provides a basis for student conferences, planning for instruction, and reporting to parents.

The evaluation process utilizes the following:

I. Reading

A. Testing
   1. State standardized tests
   2. Kanawha County Criterion Referenced
   3. Other standardized tests
   4. Informal reading inventories
   5. Pre- and post-tests to accompany the basic text
   6. Teacher-made tests

B. Teacher observation for:
   1. Articulation
   2. Fluency
   3. Comprehension and interpretation
   4. Word attack skills
   5. Application in content areas

II. Oral Language

A. Teacher observation of:
1. Language usage
2. Group interaction

III. Written Language

A. Testing
1. Diagnostic tests
2. Standardized tests
3. Teacher-made tests

B. Teacher observation in:
1. Independent writing according to objective
2. Assigned writing according to lesson objective
3. Mechanics of writing - - - punctuation, capitalization, form

IV. Spelling

A. Testing
1. Diagnosis
2. Pre- and post-tests

B. Teacher observation in:
1. Directed lesson
2. Other content areas

V. Handwriting

A. Student self-evaluation by:
1. Cursive and manuscript overlay
2. Comparison to written copy

B. Teacher evaluation of:
1. Alignment
2. Size
3. Formation
4. Spacing
5. Application to daily work

GRADE 7

ENGLISH LANGUAGE ARTS SKILLS

Dictionary entries:
- Definition
- Spelling
- Pronunciation
- Syllabication
- Diacritical marks

Punctuation:
- End
- Comma
- Apostrophe in contractions and possessives

Morphology (Spelling)

Vocabulary development

Types of sentences:
- Imperative
- Interrogative
- Declarative
- Exclamatory

Grammar and usage:

Traditional	Structural/Transformational
Parts of speech	Words: Class, function (Structure words)
Nouns: Concrete, abstract	Inflectional endings: Nouns, verbs adjective, adverbs
Nouns: Singular, plural, possessive	
Verb endings	Verb modification: Progressive
Degrees of adjective and adverbs	
Word order: Words and sentences	Word order: Words and sentences
Sentence patterns	Sentence patterns S + V + O S + be + complement (adjective phrase, noun phrase place phrase) S + LV + complement (adjective phrase, noun phrase) S + V

Sentence expansion:
Compound sentence

Sentence expansion by compounding

Subject-verb agreement

Subject-verb agreement

Pronouns: Subject, object

Pronouns: Subject, object

Adverbs modifying an
adjective or another adverb

Qualifiers

Interpretation of prose and poetry:
- Main idea
- Context clues
- Setting
- Character
- Inferences
- Cause and effect

Short story:
- Forms
- Main idea
- Chacterization
- Conflict
- Humor

Poetry:
- Simile
- Metaphor
- Personification
- Hyperbole

Drama:
- How to read a play
- Basic stage directions
- Interpretation of character

Descriptive words, sentences, paragraphs

Paragraph unity: Topic, supporting, clincher sentences

Paraphrasing

Friendly letter

Following oral and written directions

Library skills:
- Shelf arrangement
- Alphabetical order and Dewey Decimal System
- Card catalog
- Encyclopedia index
- Audio-visual equipment

Signs and symbols of communication

Study skills: SQ3R
Outlining
Notetaking
Sequencing

GRADE 8

ENGLISH LANGUAGE ARTS SKILLS

History of language: How words came into being

Dialectology

Lexicography

Etymology

Morphology (Spelling)

Vocabulary development

Grammar and usage:

Traditional	Structural/Transformational
Expansion of sentence patterns	Sentence patterns S + V + IO + O S + V + O + OC
Complete subject	Verb tenses: Present, past
Complete predicate	Expansion of verb phrases Perfect modification
Function of pronouns	Single-base transformation Negative Yes-No
Principal parts of verbs	Double-base transformation
Tenses of verbs: Present, past, future Present, past, future perfect	Relative clause
Expanded adverb phrases	Reduced relative clause Adjective before or after noun phrase
Phrases and clauses	Prepositional phrase after noun phrase
Co-ordinating conjunctions and compound sentences	Adverb phrase after noun phrase
Subordinating conjunctions and complex sentences	
Simple, compound, complex sentences	
Sentence variety	

Punctuation

Capitalization

Poetry: Figurative language (Onomatopoeia, allusion, analogy)
Haiku, cinquain, limerick
Lyric form
Narrative form

Short Story: Plot
Setting
Time sequence
Characterization through conflict

Novel: Plot
Setting
Time sequence
Main idea
Character
Conflict

Non-fiction: Fact versus fiction
Initial experiences in writing non-fiction

Writing the narrative paragraph:
Understanding the narrative form
Organization of material for writing
Logical development
Rough draft and revision

Notetaking

Experiences in writing

Common errors in composition

Simple business communication: Resume
Employment application, etc.

Oral communication

Skimming

Reading for information

Locating information: Table of contents, index, etc.

Reference section: Reader's Guide
Special dictionaries
Biographical dictionaries and indexes
Atlas
Almanacs

GRADE 9

ENGLISH LANGUAGE ARTS SKILLS

History of language: Language families
Origin of names
Theories of origin
Symbols of sounds

Phonology

Morphology (Spelling)

Lexicography

Semantics

Grammar and usage:

Traditional

Active-passive voice

Verb-tense variations
(helping verbs: be, have, do;
shall-should
will-would
must
can-could

Clauses:
Adverb
Adjective
Noun clause

Verbals:
Gerund
Participle
Infinitive

Correlative conjunctions
and the compound sentence

Structural/Transformational

Verb modifications:
Modal
Passive

Expansion of embedding process:
Noun clauses
Reduced clauses
Participle, gerund and infinitive

Sentence emphasis and stress

Double-base transformation
Correlative conjunctions and
compound sentences

Separable, non-separable verbs

Reflexive pronouns

Relators

Poetry: Symbolism
The simplified epic (Greek and Roman)

Short story: Point of view
Tone
Theme
Symbolism
Irony
Allegory

Drama: The television drama
The classical drama

Non-fiction: Biography
Autobiography

Novel: Point of view
Tone
Theme
Comparison and contrast with other genre
Visual representation of elements of a novel

Writing dialogue

Literary terminology

Paragraph transition

Expository paragraphs

One paragraph essay answer

Informal essay

Essay analysis

Completing business forms: Claimant's reports
Social Security application
Driver's license

Summarizing and citing sources

Evaluating communication content: Propaganda types and devices

Evaluating communication forms: Reports, inferences, decision-making

Re-enforcement of library skills

Interpreting illustrations, maps, graphs

Aduio-visual notetaking

JUNIOR HIGH

REMEDIAL READING SKILLS

WORD ATTACK SKILLS

Alphabet

Basic sight words

Consonant sounds: Silent
Hard and soft

Vowel sounds: Long
Short
Schwa

Consonant blends

Consonant digraphs

Diphthongs

Syllabication

Accents

VOCABULARY SKILLS

Compound words

Inflectional endings

Synonyms

Antonyms

Homonyms

Possessives

Contractions

Abbreviations

COMPREHENSION SKILLS

Context

Main idea

Supporting details

Sequencing

Relationships

Drawing conclusions

Facts and opinions

Inferences

Figurative language

Critical thinking and analogy

Following directions

STUDY SKILLS

Library

Dictionary

Encyclopedia

Graphic material

Methods of study: Adjusting rate to purpose
Skimming and scanning
Outlining

GRADE 7

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Seventh grade English Language Arts is a required course including the study of language, literature, composition, and special skills. This course will serve as a review of the basic skills introduced in elementary language arts programs and as a foundation for follow-up in subsequent junior and senior high school courses.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 7)

II. Literature

A. Interpretation of prose and poetry
1. Main idea
2. Context clues
3. Setting
4. Character
5. Inferences
6. Cause and effect

B. Short story
1. Forms
2. Main idea
3. Characterization
4. Conflict
5. Humor

C. Poetry
1. Simile
2. Metaphor

3. Personification
4. Hyperbole

D. Drama
1. How to read a play
2. Basic stage directions
3. Interpretation of character

III. Composition

A. Descriptive words, sentences, paragraphs

B. Paragraph unity
1. Topic sentence
2. Supporting sentence
3. Clincher sentence

C. Friendly letter

D. Paraphrasing

IV. Special skills

A. Following oral and written directions

B. Library skills
1. Shelf arrangement
2. Alphabetical order and Dewey Decimal System
3. Card Catalog
4. Encyclopedia Index
5. Audio-visual equipment

C. Study skills
1. SQ3R
2. Outlining
3. Notetaking
4. Sequencing

D. Signs and symbols of communication

GRADE 8

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Eighth grade English Language Arts is designed to reinforce elements of traditional, transformational, or structural grammar; to expand composition and study skills; and to emphasize many aspects of literature.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 8)

II. Literature

A. Poetry
1. Figurative language
a. Onomatopeia
b. Allusion
c. Analogy
2. Haiku, cinquain, limerick
3. Lyric form
4. Narrative form

B. Short Story
1. Plot
2. Setting
3. Time sequence
4. Characterization through conflict

C. Novel
1. Plot
2. Setting
3. Time sequence
4. Main idea
5. Character
6. Conflict

D. Non-fiction
   1. Fact versus fiction
   2. Initial experiences in writing non-fiction

III. Composition

A. Writing the narrative paragraph
   1. Understanding the narrative form
   2. Organization of material for writing
   3. Logical development
   4. Rough draft and revision

B. Simple business communication
   1. Resume
   2. Employment applications, etc.

C. Notetaking

D. Common errors in composition

E. Experiences in writing

IV. Special Skills

A. Study skills
   1. Skimming
   2. Reading for main idea
   3. Locating information (Table of Contents, index, etc.)

B. Oral communication

Library Skills: Reader's Guide to Periodical Literature
Special Dictionaries
Biographical Dictionaries and Indexes
Atlas
Almanac

GRADE 9

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Ninth grade English Language Arts serves to expand earlier studies of literary forms; to further composition skills; to distinguish various grammatical elements, either traditional, transformational, or structural; to explore the history of the English language; to evaluate communication forms and content; and to reinforce and to introduce additional special skills.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 9)

II. Literature

A. Poetry
1. Symbolism
2. Simplified epic (Greek and Roman)

B. Short story
1. Point of view
2. Tone
3. Theme
4. Symbolism
5. Irony
6. Allegory

C. Drama
1. The television drama
2. The classical drama

D. Non-fiction
1. Biography
2. Autobiography

E. Novel
   1. Point of view
   2. Tone
   3. Theme
   4. Comparison and contrast with other genre
   5. Visual representation of elements of novel

F. Essay analysis

G. Literary terminology

III. Composition

A. Paragraph transition

B. Expository paragraphs

C. One paragraph essay answer

D. Informal essay

E. Writing dialogue

F. Completing business forms
   1. Claimant's reports
   2. Social Security forms
   3. Driver's license

G. Summarizing and citing sources

IV. Special skills

A. Evaluating communication
   1. Content
      a. Propaganda types
      b. Propaganda devices
   2. Forms
      a. Reports
      b. Inferences
      c. Decision making

B. Re-inforcement of library skills

C. Audio-visual notetaking

D. Interpreting illustrations, maps, graphs

SENIOR HIGH DIVISION

GRADE 10

ENGLISH LANGUAGE ARTS SKILLS

History of English language

Lexicography

Etymology

Phonology

Dialectology

Semantics

Syntax

Morphology (Spelling)

Vocabulary development: Literary terms

Using the thesaurus

Grammar and usage:

Traditional	Structural/Transformational
Run-on and sentence	Negative phrases Pronouns Determiners Connector Time, place phrases
Fragments	
Comma usage	
Colon, semicolon	Questions: Tag Wh Information Indirect question
Quotations	
Apostrophe	
Pronouns: Reflexive Interrogative Indefinite	Noun phrases Characteristics of nouns Pronouns Expanded noun phrase Restrictive Non-restrictive
Noun phrases	
Restrictive, non-restrictive clauses	

111

Independent, dependent clauses and kinds of sentences

Subject-predicate agreement

Determiners
- Definite
- Demonstratives
- Non-definite
- Quantifiers
- Pre-determiners

Short story: Elements
Historical development

Poetry: Verse forms
Figures of speech
Interpretation of poetry

Drama: Elements
Historical development

Non-fiction

Novel: Historical development

Critical reading

Paragraph unity: Topic, supporting, clincher sentences

Paragraph writing: Expository
Descriptive
Narrative
Argumentative

Paragraphs in theme writing

Essay writing

Letter form

Autobiographical sketch

Outlining

Summary: Written
Oral

Orientation to the high school library

Notetaking

Media of communication: The printed word
Radio
Television

GRADE 11

ENGLISH LANGUAGE ARTS SKILLS

Vocabulary development: Word analysis

Lexicography

Dialectology

Semantics

Syntax

History of the language

Morphology (Spelling)

Grammar and usage:

Traditional	Structural/Transformational
Adjective phrases	Adjective phrases Embedding adjective clauses Complements within complements
Noun phrase substitutes	Qualifiers Adjective and complement Comparisons Manner and time words
Usage problems: Punctuation Grammar Mixed construction Parallel structure Sentence conciseness	Noun phrases substitutes Clauses Reduced clauses Gerund, infinitive Simple verb No form of verb or be Review of sentence Subject and predicate Expanders Time, place, manner, cause, purpose, effect, condition commentary

Literary style: Definition
Word choice
Sentences
Meaning
Sound

Periods and movements in literature:
- Nations
- Attitudes
- Times
- Thought
- Authors

Novel:
- Definition
- Types
- Responding to the novel

Topic sentence position

Reasons for paragraphing

Types of paragraph development:
- Example
- Anecdotes
- Reasons
- Comparison-contrast
- Definition

Paragraphing:
- Introductory
- Developmental
- Transitional
- Concluding

Coherence in the paragraph

Writing the essay answer

Elements of critique writing

Paraphrasing

Précis writing

Visual communication:
- Photographs
- Movies
- Television

College applications

Vocational explorations

Speaking skills

Listening skills

Initial research skills

GRADE 12

ENGLISH LANGUAGE ARTS SKILLS

History of language:
- Origin of language theories
- Language families
- Development of grammar
- Characteristics of early, middle, and modern English

Levels of language usage

Dialect variations

International language

Semantics

Morphology (Spelling)

Problems in mechanics:
- Comma
- Semi-colon
- Dash
- Colon
- Parenthesis

Problems in usage:
- Plurals
- Possessives
- Run-on sentences
- Sentence fragments
- Mixed construction
- Non-parallel structure
- Redundancy

Business letter writing:
- Mechanics
- Form

Expository theme:
- Informal essay
- Formal essay
- Critical analysis

Oral composition:
- Narration
- Description
- Argumentation
- Exposition

Business communication:
- Letter of employment
- Personal data sheet
- Letter of request
- Letter of transmittal
- Letter of claim and adjustment
- Letter of acknowledgement
- Report writing

Advanced research skills: Form
Research paper

Characteristics of the epic: Folk epic
Literary epic

Limitations of translation

Forms of the short story

Courtly tradition in poetry

Literary borrowing

Allegory

Historical diary and journal

Literary criticism

Satire: Characteristics and techniques

Dialect in literature

Literary allusion

Poetry: Theme
Form
Symbolism
Imagery
Technique

Poetic forms: Ballad
Sonnet
Ode
Elegy

Drama: The elements of tragedy
The elements of comedy
The radio play
The television play

Dramatic monologue

Metaphysical Conceit

History of the novel

GRADES 10, 11, OR 12

SPEECH SKILLS

Listening

Who am I?

Communications process

Speech mechanisms and standards

Organization of speech:
- Selecting and limiting a topic
- Audience analysis
- Outlining
- Word choice
- Introduction
- Conclusion

Delivery techniques:
- Body movement
- Gestures
- Eye contact
- Use of voice
- Facial expression
- Approaching/leaving the platform
- Personal appearance
- Use of note cards
- Audio-visual aids

Evaluating speeches

Research techniques:
- Library
- Bibliography
- Primary/secondary sources
- Notetaking
- Data
- Quotation
- Sources
- Integrating research

Social speaking:
- Telephone
- Introductions
- Social conversations
- Interview

Competitive speaking:
- Extemporaneous
- Impromptu
- Verbatim

Speeches: Personal experience
Demonstration
Explanation
Informative
Special occasion
Opinion
Persuasion
Humorous

Book report

Advertising (sales talk)

Propaganda

Group discussion: Group interaction
Problem solution
Symposium
Panel
Forum
Seminar

Debate

Parliamentary procedure

Media

Storytelling

Oral interpretation

Drama: Pantomine
Skit
Monologue
Dialogue
Improvisation
History of theater
Stage techniques
Publicity
Acting
Characterization

GRADES 10, 11, OR 12

JOURNALISM SKILLS

Newspaper: Ballad as forerunner
Viewing factual perspective
Elements

Leads: Straight news
Arranging facts in order
Novelty and feature
Major wire sources
Local sources

Interviewing: Preparation
Notetaking
Questioning
Writing the story

News story: Body - The inverted pyramid
Chronological order
Composite approach
Advanced and follow up
Style

Feature writing: Sources
Personality sketches
Experience or event

Sports writing: Establishing sources
Personality sketches
Advanced and follow up

Column writing: Sports
Feature
Advice
Editorial

Editorial: Functions
Policies
Interpretation
Criticism and persuasion
Appreciation
Commendation
Praise

Separating fact from opinion

Copy: Correct form
Boiling down
Measuring and Counting
Fitting

Copy reading: Symbols and glossary of terms
Misspelled words and omissions
Punctuation and capital letters
Corrections and spacing

Headlines: Kinds and types
Counting
Writing (rules and regulations)
Creating
Correcting

Make-up: Effective principles
Points to avoid
Front page
Feature page
Editorial page

Photos: Effective use
Cropping
Scaling

GRADE 10

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Tenth grade English Language Arts is designed to review and strengthen skills previously taught in junior high and to introduce new skills required at the senior high level. Students will receive instruction in the various strands of the language arts program at both career and college-oriented levels.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 10)

II. Literature

A. Short story
1. Elements
2. Historical development

B. Poetry
1. Verse forms
2. Figures of speech
3. Interpretation of poetry

C. Drama
1. Elements
2. Historical development

D. Literary terminology

E. Non-fiction

F. Novel: Historical development

G. Critical reading

III. Composition

A. Paragraph unity
   1. Topic sentence
   2. Supporting sentence
   3. Clincher sentence

B. Paragraph writing
   1. Expository
   2. Descriptive
   3. Narrative
   4. Argumentative

C. Paragraphs in theme writing

D. Essay writing

E. Letter form

F. Autobiographical sketch

G. Outlining

IV. Special skills

A. Summary
   1. Written
   2. Oral

B. Orientation to the high school library

C. Notetaking

D. Media of communication
   1. The printed word
   2. Radio
   3. TV

E. Using the thesaurus

GRADE 11

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Eleventh grade English Language Arts reinforces previous skills and introduces new ones such as literary style, critique writing, elements of research, and an in-depth study of the literary periods and movements in a particular country. A vocational explorations unit is included to create a balanced college - career curriculum.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 11)

II. Literature

A. Literary style
1. Definition
2. Word choice
3. Sentences
4. Meaning
5. Sound

B. Periods and movements in literature
1. Nations
2. Attitudes
3. Time
4. Thought
5. Authors

C. Novel
1. Definition
2. Types
3. Responding to the novel

III. Composition

A. Topic sentence position

B. Reasons for paragraphing

C. Types of paragraph development
   1. Example
   2. Anecdotes
   3. Reasons
   4. Comparison-contrast
   5. Definition

D. Paragraphing
   1. Introductory
   2. Developmental
   3. Transitional
   4. Concluding

E. Coherence in the paragraph

F. Writing the essay answer

G. Elements of critique writing

H. Paraphrasing

I. Precis

IV. Special skills

A. Visual communication
   1. Photography
   2. Movies
   3. Television

B. College applications

C. Vocational exploration

D. Speaking skills

E. Listening skills

F. Initial research skills

GRADE 12

ENGLISH LANGUAGE ARTS

MAIN PROGRAM

Course Description:

Twelfth grade English Language Arts refines language, literature, composition, and study skills, and introduces more advanced communication skills which are necessary for students to become contributing members of society.

Course Outline:

I. Language

A. Structure

B. Usage
(See Basic Skills, Grade 12)

II. Literature

A. Characteristics of the epic
1. Folk epic
2. Literary epic

B. Limitations of translation

C. Forms of the short story

D. Courtly tradition in poetry

E. Literary borrowing

F. Allegory

G. Historial diary and journal

H. Literary criticism

I. Satire
1. Characteristics
2. Techniques

J. Dialect in literature

K. Literary allusion

L. Poetry
   1. Theme
   2. Form
   3. Symbolism
   4. Imagery
   5. Technique

M. Poetic forms
   1. Ballad
   2. Sonnet
   3. Ode
   4. Elegy

N. Drama
   1. Elements of tragedy
   2. Elements of comedy
   3. Radio play
   4. Television play

O. Dramatic monologue

P. Metaphysical conceit

Q. History of the novel

III. Composition

A. Business letter writing
   1. Mechanics
   2. Form

B. Expository theme
   1. Informal essay
   2. Formal essay
   3. Critical analysis

C. Oral composition
   1. Narration
   2. Description
   3. Argumentation
   4. Exposition

D. Business communication
   1. Letter of employment
   2. Personal data sheet
   3. Letter of request
   4. Letter of transmittal
   5. Letter of claim and adjustment
   6. Letter of acknowledgement
   7. Report writing

E. Advanced research skills
   1. Form
   2. Research paper

ELECTIVE PROGRAM

In addition to the basic curriculum, the English language arts program in Kanawha County Schools provides a variety of courses designed to enrich and expand the abilities, needs, and interests of the individual student. Offerings in journalism, drama, creative writing, forensics, business English, and a variety of other courses enable the student to elect specialized programs of instruction. These programs vary in length from one semester to two semesters.

No school program is expected to offer all the elective courses listed. Identification of the needs and interests of the students determines the applicability of specific course offering in each school.

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Drama I

Course Description:

This course is designed to provide a creative study of the history of drama as a literary art, with special emphasis on modern and contemporary plays. The course includes basic student experiences in critical analysis, acting, and production of plays. Students elect areas of special interest and during the course demonstrate effective techniques in evaluating and producing plays. Special activities include demonstrations by amateur and/or professional consultants of theatrical make-up, lighting, and acting.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To demonstrate understanding of characterization, theme, and style used in outstanding dramas of various literary periods
2. To consider the universality of man's problems, hopes, and aspirations as expressed through the drama
3. To appreciate the difference between dramatic entertainment and dramatic literature
4. To demonostrate proficiency in application of various production techniques in drama

Course Outline:

I. Historical development

A. Early Greek drama

1. Sophocles
2. Aeschylus
3. Euripides
4. Aristophanes

B. Development of English drama

1. Miracle and morality plays
2. Elizabethan drama
3. Restoration drama

C. Dramatic innovators

1. Bertold Brecht
2. Jean Paul Sartre
3. Henrik Ibsen
4. Anton Chekhov
5. George Bernard Shaw

II. Drama in dramatic literature

A. Short story

B. Scene from a novel

C. Poetry (Dramatic monologue)

III. Basic acting

A. Voice

B. Gestures

C. Movement

IV. Techniques of production

A. Set construction

B. Props

C. Sound

D. Costuming

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Drama II

Course Description:

The course is designed to give the student an overview of every phase of work which goes into the final production of a play. Play direction - the role of the direction, acting, stage craft - the designing and the building of scenery, stage lighting, sound, costume, make-up, and organization of the business and stage crews are studied. This is a comprehensive look at play production. The practical application of this course for students is the actual designing and building of sets and working as technical crews for the school's plays.

Level of Instruction: 10, 11, 12

Prerequisites: Drama I is recommended but not essential

Course Objectives:

1. To help the students appreciate drama and the relationship between the school and the stage
2. To develop the student's special skills in make-up, costuming, lighting, staging, and acting
3. To develop in the student a keen sense of observation of other individual's actions, mannerisms, and vocal melody patterns

Course Outline:

I. Introduction

   A. Technical aspects

   B. Artistic aspects

II. Selection of the play

   A. Casting

      1. Tryouts
      2. Physical requirements

   B. Technical equipment

      1. Lights
      2. Make-up
      3. Props

III. Blocking the play

   A. Assignment of technical staff

   B. Selection of prompter

   C. Identification of other support staff

IV. Rehearsal of the play

   A. Live rehearsal

   B. Technical rehearsal

   C. Dress rehearsal

V. Production of the play

VI. Evaluation

   A. Completion of assignments

   B. Attitude development

   C. Cooperation of personnel

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Speech I

Course Description:

To introduce the student to the many speech activities including public speaking, conversation, listening, speech fundamentals, debate, discussion, drama, oral interpretation, and radio and television.

Level of Instruction: 10, 11, 12

Prerequisites: None (It is recommended that the students have a "C" average).

Course Objectives:

1. To attain an understanding of the importance of effective communication
2. To listen accurately in order to understand what another person has said
3. To understand how to prepare productively for various type of communication

Course Outline:

I. Course introduction and assignment of self-introduction speech

II. Self-introduction speech

A. Name

B. Travel experience (favorite trip, etc.)

C. Hobby

D. Most embarrassing moment

E. Future plans

F. Requirements: One minute long, one note card (mandatory)

III. Outlining

IV. Everyday conversation

V. Preparing the speech

VI. Delivering the three-minute speech

VII. Preparing five-minute speech

VIII. Special types of public speeches

- A. Making announcements
- B. Introductions and response
- C. Welcome and response
- D. Presenting a gift or an award
- E. Accepting a gift or an award
- F. Nominating speech
- G. Eulogy
- H. After-dinner speech

IX. Contest oration

- A. Preparation
- B. Presentation
- C. Critique
  1. Teacher
  2. Student

X. Famous speeches

- A. Examination
- B. Analysis

XI. Final speech

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Speech II

Course Description:

This course is designed give the student a more detailed and a deeper scope of speaking fundamentals and speech making. Public speaking, discussion debate, drama, oral interpretation, and radio and television are studied as well as special occasion speeches, parliamentary procedure, salesmanship, the phonetic alphabet, and extemporaneous speaking.

Level of Instruction: 10, 11, 12

Prerequisites: Speech I

Course Objectives:

1. To help the student realize individual problems in speech areas and take steps to correct them
2. To familiarize the student with various speaking and listening activities
3. To promote individual thinking and logical organization of thoughts

Course Outline:

I. Public speaking

A. A review of the principles of speech

B. Prepared oration

II. Discussion

A. Informal discussion

B. Informal panel discussion

C. Formal panel discussion

D. Question-and-answer session

III. Informal debate

A. Preparing an argument

B. Preparing a constructive speech

1. Affirmative
2. Negative

C. Presenting evidence

D. Rebuttal

IV. Drama

A. The dramatic monologue

B. The one-act play

V. Oral interpretation

A. Reading aloud

B. Dramatic reading

1. Inflection
2. Tone
3. Juncture
4. Body language

VI. Radio

A. Reading the news

B. Acting

VII. Television

A. Reading the news

B. Acting

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Forensics

Course Description:

The forensics course offers an in-depth study of persuasive speaking including the speech to persuade, discussion, debating, and extemporaneous speaking. The speech fundamentals are taught to coincide with a variety of persuasive units of instruction.

Level of Instruction: 10, 11, 12

Prerequisites:

It is recommended that the students have had Speech I.

Course Objectives:

1. To enhance the student's basic skills of communication and make them more effective
2. To teach the student to be able to synthesize a defensible opinion of his own from a variety of facts and opinions of others
3. To teach the student to do simple research and to organize it into a useable tool for communication

Course Outline:

I. Introduction to course

II. Analysis of contemporary speeches

III. Informative speeches

A. Elements of informative speeches

B. Informative speech: preparation and delivery

1. Outline
2. Note cards
3. Time limit

IV. Persuasive speeches

A. Elements of informative speeches

B. Informative speech: preparation and delivery

1. Outline
2. Note cards
3. Written and oral critique

V. Debate

A. Introduction to debate

1. History of debate
2. Terminology

B. Types of propositions

1. Written examples of propositions
2. Oral examples of propositions

C. Inter-scholastic and inter-collegiate debate

D. Techniques of debate

1. Format and organization
2. Logic
3. Preliminary brief
4. Researching and recording information
5. Guidelines for judging debate

E. Presentation of debate

1. Intra-classroom
2. Inter-scholastic

VI. Parliamentary procedure

1. Design of a mock organization

a. Constitution
b. By-laws

VII. Group discussion

A. Elements of effective group interaction

B. Demonstration of effective group interaction

VIII. Radio and television

A. Critique of scripts

B. Elements of critical analysis

C. Development of original script

D. Presentation of original script

IX. Oral interpretation

A. Types of oral interpretation

1. Poetry
2. Prose
3. Group choral reading
4. Storytelling

B. Preparation and presentation

X. Final speech (student's choice)

A. Research and preparation

B. Presentation

1. Video tape
2. Class

C. Critique and evaluation

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Journalism I

Course Description:

Students learn to identify and apply the fundamentals of reading a newspaper critically and to gather and write news stories, feature columns, editorials, and advertisements. Basic principles in layout and graphic design are introduced.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To apply the fundamentals of critical reading to the newspaper
2. To identify the various sections of the newspaper
3. To introduce basic principles in layout and graphic design
4. To write news stories, feature columns, editorials, and advertisements

Course Outline:

I. Reading the newspaper
   A. Parts of a newspaper
   B. Recognizing the elements of a lead
   C. Recognizing the structure of a news story
   D. Recognizing slanted reporting and discrepancies in stories
   E. Identifying the attitude of an editorial writing

1. Determining the writer's argument from his choice of words
2. Recognizing logic (or lack of logic) in the writer's argument

F. Evaluating feature stories

G. Interpreting cartoons

1. Editorial
2. Comic

H. Understanding advertising

1. Commercial
2. Classified

II. Reporting

A. Interviewing for essential news elements

1. Asking appropriate questions
2. Recording data accurately

B. Writing the lead

1. The parts of a lead
2. Transposing interview data into a lead

C. Organizing the news story

1. Expanding the lead
2. Logically arranging the story

a. Pyramid structure
b. Chronological structure

III. Writing the feature story

A. Recognizing feature material in various situations

B. Gathering and recording facts

C. Using imaginative language

IV. Writing the editorial

A. Utilizing logic

1. The syllogism
2. Inductive reasoning
3. Deductive reasoning

B. Organizing the editorial

C. Deciding on method of presentation

1. Interpretation
2. Persuasion
3. Criticism
4. Praise

D. Using persuasive rhetoric

V. Copyreading and proofreading

A. Developing and utilizing a style sheet

B. Recognizing errors

1. Grammar
2. Sentence structure
3. Irrelevant material

C. Using consistent form for typing

VI. Make-up

A. Layout design

1. Front page
2. Section fronts
3. Individual pages

a. Balance
b. Contrast
c. Variety
d. Sports
e. Editorials
f. Features

4. Advertisements

B. Special considerations

1. Banner
2. Fillers

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Journalism II

Course Description:

The student will learn the principles of managing the production of a newspaper. He will become familiar with the role of the news magazine in our society. The final phase of the course will concern the production of radio and television news programs. The public address system and video-tape equipment of the school provide additional opportunities for students to utilize journalistic teachings.

Level of Instruction: 11 and 12

Prerequisites: Journalism I

Course Objectives:

1. To familiarize the student with various areas of mass media, particularly newspapers, television, radio, and news magazine
2. To explore the emerging role of broadcast media in our society
3. To train students in basic speech skills required for news reporting
4. To give students an opportunity to explore vocations in journalism
5. To give students practical experience in producing news reports in various media

Course Outline:

I. Print media

A. Newspaper

1. Editing

a. Reviewing proofreading skills
b. Applying proofreading skills
c. Writing headlines

1. Key words
2. Placement and line division
3. Verb form
4. Fitting

2. Management

a. Staff
b. Finances

B. News magazines

1. Exploring the role of the news magazine
2. Discerning news magazine format
3. Evaluating the news magazine story
4. Comparing the news magazine story to a newspaper story
5. Exploring news magazine layout
6. Writing for a news magazine

II. Broadcast journalism

A. Radio

1. Editing and delivering school announcements
2. Writing the news script
3. Delivering the news script

a. Technical consideration
b. Public speaking skills

B. Television journalism

1. Cooperation with the production crew
2. Visual considerations

a. Dress
b. Make-up

3. Presentation

a. Preparation

1. Rehearsing the script
2. Technical preparation

b. Delivery

1. Eye contact
2. Adherence to the script
3. Signals
4. Pronunciation and enunciation
5. Posture and gesture
6. Ad libbing and improvisation

C. The television interview

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Mass Media

Course Description:

This course is designed to increase student awareness of the influence of the mass media on the lives of people. Numerous forms of verbal and visual persuasion are critically examined. Course field experiences include visitations to radio, newspaper, and television production centers.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To develop an awareness of mass media as a moving force in society
2. To analyze the content of the message of media
3. To study methods and techniques of propaganda in media
4. To demonstrate understanding of the composing process in the various forms of media
5. To refine the verbal and written skills of the individual student
6. To recognize career opportunities available in various areas of media

Course Outline:

I. Histroical development of media

A. Early manuscripts

B. Moveable type

C. Books

D. Broadsides

E. Newspapers/Periodicals

1. "The Spectator"
2. "The Tatler"
3. "Poor Richard's Almanac"
4. Others

F. Magazines

G. Radio

H. Telephone and telegraph

I. Movies

J. Television

K. Telestar Communications

II. Media as persuasive device

A. Print media

1. Advertising devices
2. Editorial devices
3. Other persuasive devices

B. Audio-visual media

1. Advertising devices
2. Editorial devices

a. News coverage
b. News analysis

III. Media as enrichment

A. Education

B. Entertainment

IV. Media as career goal

A. Employment opportunities

A. Qualifications for employment

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Communications

Course Description:

This course is designed to give students an understanding of television production. Field trips to area television studios and speakers from the field of television production are integral parts of the course. Instruction includes effective utilization of television equipment, advertising and sales, script writing, and program design and implementation.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To develop an awareness of television production techniques
2. To familiarize students with elements of scriptwriting, set design, and lighting
3. To encourage proficiency in operation of television equipment in order that students may produce an actual program

Course Outline:

I. Equipment utilization
   A. Television cameras
   B. Video-tape recorders

II. Creation of simple visual formats

III. Program production elements

A. Script writing

B. Sets

C. Lighting

D. Advertising

IV. Production of an actual program

A. Planning

B. Design

C. Implementation

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Advanced English

Course Description:

Advanced English is designated to prepare the academically talented students for college English and/or advanced placement tests. The areas of concentration are composition, the survey of classical works, the novel, and other forms of literature. Interpretative reading, research paper writing, and expansion of language and vocabulary study are also integral facets of this course.

Level of Instruction: 12

Prerequisites: Recommendation of 11th grade English teacher

Course Objectives:

1. To write a formal essay and expository theme
2. To expand literary horizons through the analysis of the novel and other literary genre
3. To prepare a formal research paper
4. To implement basic language skills through composition
5. To develop vocabulary growth through composition and literature
6. To enable the student to be successful in college

Course Outline:

I. Composition

A. Formal essay

B. Expository theme

C. Research paper

1. Subject
2. Working bibliography
3. Thesis statement and preliminary outline
4. Notetaking and final outline
5. Footnoting
6. Rough draft
7. Final bibliography
8. Final draft

II. Literature

A. Classic works

B. Novel

III. Language development

IV. Vocabulary study

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Great Books

Course Description:

This course is designed for the college-bound student. It involves reading, research, and discussion related to the writers, thinkers, philosophers, and artists of the past and present. It acquaints the student with the ideas found in some of the masterpieces of world literature, both ancient and modern, which are significant in the developing concepts of man and his society.

Level of Instruction: 12 (college-bound student)

Prerequisities: Recommendation of teacher

Course Objectives:

1. To examine the ideas of some of the great writers and philosophers with a view to forming background for individual thinking
2. To improve skills of self-expression in conveying ideas through writing
3. To demonstrate effective research skills
4. To compose lucid, organized compositions demonstrating skills of critical analysis of literary works

Course Outline:

I. Introduction

   A. Introduction to set of books

   B. Orientation to the Syntopicon as an instrument of reference to the set

II. Literary movements

III. Classicism

A. Iliad and Odyssey

B. Classical philosophers

C. Classical writings

1. Drama
2. Essays
3. Poetry

C. Neo-classical writers

1. Dryden, John
2. Swift, Jonathan
3. Pope, Alexander

IV. Romanticism

A. Romantic philosophers

B. Romantic writings

1. Drama
2. Essays
3. Poetry
4. The Divine Comedy
5. Don Quixote

C. Romantic writers

1. Burns, Robert
2. Wordsworth, William
3. Coleridge, Samuel Taylor
4. Byron, Lord (George Gordon)
5. Shelley, Percy
6. Keats, John
7. Tennyson, Alfred
8. Browning, Robert

V. Realism

A. Realists

1. Realistic writings

a. Drama
b. Essay
c. Poetry

2. Realistic writers

a. Hemingway, Ernest
b. Chekhov, Anton
c. Tolstoy, Leo
d. Flaubert, Gustave
e. Balzac, Honore
f. Defoe, Daniel

B. Naturalists

1. Naturalistic writings

a. Drama
b. Essay
c. Poetry

2. Naturalistic writers

a. Zola, Emile
b. Dreiser, Theodore
c. DosPassos, John

C. Moderns

1. Modern writings

a. Drama
b. Essay
c. Poetry

2. Modern writers

a. Eliot, T. S.
b. Joyce, James
c. Faulkner, William

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Business English

Course Description:

Business English includes a study of the fundamentals of English skills - spelling, punctuation, vocabulary, and sentence structure - needed for success in various types of office occupations; a survey of the kinds of errors most frequently encountered by office workers; practice in writing various types of business communications; the preparation of a letter of application; and a personal data sheet.

Level of Instruction: 12

Prerequisites: Student should be enrolled in all advanced business classes.

Course Objectives:

1. To enhance the student's basic skills
2. To develop within the student experience in written and oral composition
3. To prepare the student for the transition from the classroom to the business world

Course Outline:

I. Introduction to Business English

II. Functional elements of effective sentences

A. Logic

B. Syntax and grammar

C. Organization of ideas

D. Sentence variety

E. Proper emphasis in stating thoughts

F. Proper use of modifiers that qualify and particularize giving the sentence clarity and precision

III. Mechanics of composition

A. Capitalization

B. Punctuation

1. Semicolon
2. Colon
3. Comma
4. Quotation marks
5. Apostrophe
6. Dash
7. Parentheses and brackets
8. Question mark
9. Hyphenation
10. Abbreviations and contractions
11. Italics
12. Numerals

IV. The Paragraph

A. Developing the topic

1. Details
2. Examples
3. Comparison or contract
4. Cause and effect
5. Mechanics of writing paragraphs

B. Unity

C. Coherence

D. Transitions

V. Business correspondence

A. Business letter

1. Parts of the business letter

a. Heading
b. Inside address
c. Salutation

d. Body
e. Complimentary close
f. Signature

B. Letter of Application

C. Order

D. Inquiry and Reply

E. Recommendation

F. Introduction

G. Claim

H. Adjustment

I. Acknowledgment or Advice

J. Collection

K. Congratulations

L. Sales

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Creative Writing

Course Description:

This program is designed for students interested in developing specialized skills in written expression. Creative writing consists of four major units: descriptive and narrative writing, short story, poetry, and the one-act play. Students are required to keep a journal for their original works. Essentials of good composition (content, form, style, mechanics, and usage) are stressed on all assignments. Students share their writing informally in class and formally in the school publications.

Level of Instruction: 12, 11, 10 (in order of preference)

Prerequisites: None

Course Objectives:

1. To provide training in creative writing beyond that provided in a normal English course of study
2. To introduce the various forms of creative writing to students
3. To offer the student the experience of translating his ideas into written form
4. To encourage students to share their writing informally in class and formally for publication
5. To encourage the students to master writing techniques

Course Outline:

I. Creativity

A. Definition

B. Utilization of senses

II. Composition

A. Main steps

1. Select a subject
2. Analyze the subject
3. Arrange material
4. Develop style

B. Composing skills

1. Coherence
2. Unity
3. Emphasis

C. Mechanical skills

1. Grammatical concepts
2. Mechanics
3. Usage
4. Vocabulary

D. Composition process

1. Descriptive and narrative writing
2. Short story
3. Poetry
4. One-act play

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Appalachian Culture

Course Description:

This course is designed to promote student awareness of the cultural heritage of the Appalachian area. Developed through dramatic and musical presentations, art and craft exhibits, and student projects, the course design includes the participation of community artisans as guest lecturers. This course is intended to be a transmitter and preserver of the rich heritage of the Appalachians.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To develop in the student an increased awareness of and pride in Appalachian culture
2. To recognize differences between Appalachian dialect and the dialect patterns of other areas of the United States
3. To create an interest in Appalachian arts and crafts through exhibits and original student projects
4. To enable the student to understand and appreciate literary contributions of Appalachian writers.

Course Outline:

I. History of Appalachia

A. Georgraphical range

B. Settlement

C. Language

D. Cultural development

II. Literature and Drama

A. Oral tradition

1. Ballads
2. Broadsides
3. Folk tales
4. Ghost stories

B. Written contributions

1. Histories

a. State
b. Regional
c. County
d. Family
e. Industry

2. Novels

a. Early
b. Contemporary

3. Poetry

4. Drama

a. Early
b. Contemporary

1. "Hatfields and McCoys"
2. "Honey in the Rock"
3. "John Brown"

5. Other genre

III. Music and Dance

A. Mountaineer music

1. Rebec

2. Fiddle

3. Instrument improvisation

4. Folk singing

B. Mountaineer dance

1. Folk dance

a. "Virginia Reel"
b. "Skip to My Lou"

2. Other dances

IV. Arts and Crafts

A. Arts and crafts of old

1. Samplers
2. Quilts
3. Dolls
4. Furniture
5. Paintings
6. Wood sculpture
7. Pottery
8. Glass

B. Arts and crafts of today

1. Samplers
2. Quilts
3. Dolls
4. Furniture
5. Paintings
6. Wood sculpture
7. Pottery
8. Glass
9. Others

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Remedial Reading

Course Description:

The remedial reading program is designed to give the student frequent opportunities for practice in skills essential to effective reading. Areas of special attention include word attack and comprehension skills, vocabulary development, and study skills.

Level of Instruction: 10, 11, 12

Prerequisites: Students reading two years below level as identified by teachers and through diagnostic test scores

Course Objectives:

1. To diagnose accurately the reading disabilities of each student
2. To design an individual prescription which will promote success in reading for the student
3. To develop essential reading skills needed by each student
4. To improve the over-all reading ability of the student
5. To foster in the student a positive attitude toward reading

Course Outline:

I. Diagnosis of student needs
   A. Standardized tests
   B. Informal inventories
   C. Teacher observations

II. Individual student prescriptions

A. Selection of appropriate instructional materials

B. Instruction in basic skills

1. Word attack
2. Comprehension
3. Study
4. Reference

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Vocational English

Course Description:

The general aim of this course is to prepare students, particularly those involved in the vocational schools, for the world of work. Practical writing assignments and literature which is highly relevant to the interests of students are incorporated. Frequent opportunities for oral language development are provided through simulated activities, such as reports, discussion sessions, and job interviews.

Level of Instruction: 10, 11, 12

Prerequisites: None. The course is recommended for the terminal student.

Course Objectives:

1. To correlate the language arts program with vocational goals
2. To introduce basic vocabulary for vocational activities
3. To refine basic written and oral communication skills
4. To improve reading skills for success in the business world
5. To demonstrate mastery of business writing

Course Outline:

I. Introduction to the world of work

   A. Career opportunities

   B. Career selection

   C. Career requirements

II. Language

A. Special vocabulary

B. Practical usage of grammar

C. Appropriate forms

III. Literature

A. Stories with vocational background

B. Magazine articles

C. Newspaper

IV. Composition

A. Oral composition

B. Written composition

1. Job application
2. Personal data sheet
3. Business letter forms

ENGLISH LANGUAGE ARTS

Elective Program

Course Title: Study Skills

Course Description:

The course is designed to provide the student with skills which will enable him to become proficient in reading, writing, speaking, and listening. Various methods of study, such as outlining, notetaking, and speed reading, are incorporated. Procedures and techniques in objective and essay testing provide opportunities for the student to refine his skills.

Level of Instruction: 10, 11, 12

Prerequisites: None

Course Objectives:

1. To identify the relationship between the spoken and written forms of language: spelling, pronunciation, punctuation
2. To differentiate and identify various parts of words: affixes, roots, syllables
3. To develop reading power through vocabulary growth
4. To improve reading comprehension
5. To develop the ability to read critically
6. To increase the rate of reading by refinement of skimming and scanning skills
7. To develop effective study techniques including listening, questioning, notetaking, use of reference materials, organizing, and summarizing

8. To apply reading, writing, usage, and study skills to subject-matter areas

Course Outline:

I. Reading and study skills

A. Listening

1. Main idea
2. Support information
3. Details

B. Notetaking

C. Outlining

D. Summarizing

1. Precis
2. Paraphrase

E. Skimming and scanning

1. Text material
2. Enrichment material (novel, short story)

F. Vocabulary development

G. Speed reading

1. Phrase reading
2. Timed reading
3. Pacing

H. Test-taking

1. Following directions
2. Essay test techniques
3. Objective test techniques
4. Standardized tests

II. Composition skills

A. Development of language

1. Pronunciation
2. Spelling
3. Grammatical concepts
4. Sentence structure
5. Mechanics

B. Composition writing

1. Style
2. Structure
3. Transitional devices
4. Paragraph development

III. Textbook utilization

A. Basic content

1. Main premise
2. Support information

B. Supplementary content

1. Introduction
2. Table of contents
3. Index
4. Illustrations
5. Maps and charts
6. Glossary
7. Footnotes

IV. Reference utilization

A. Audio-visual materials

1. Video and audio tapes
2. Recordings
3. Filmstrips
4. Films

B. Other media materials

1. Encyclopedias
2. Dictionaries
3. Reference books
4. Periodicals
5. Newspapers

Mini-Elective Program

In order to implement the philosophy of continuous progress education and individualized instruction, the English language arts program of Kanawha County Schools provides a mini-elective curriculum as an alternative program to meet students' abilities, needs, and interests through multi-media, multi-text selections. In every mini-elective course, a defensible balance of the strands -- literature, composition, language, speech, and media is emphasized through the basic skills of reading, writing, listening, speaking, and viewing.

The mini-elective curriculum offers a variety of courses designed to meet the achievement level of all students through instructional phases. Phasing provides the necessary flexibility in organization, content, methods, and materials to maximize achievement of varied student capabilities. Teacher counseling, parental guidance, and student choice will determine the curricular design for the individual student.

A detailed description of the mini-elective curriculum for Kanawha County Schools, including philosophy, objectives, counseling, implementation, and evaluation, is presented in A Design for a Model Elective Program in English Language Arts. Copies of the program description, developed by Kanawha County teachers of English during the summer of 1975, are available in each high school English department.

ENGLISH LANGUAGE ARTS

Mini-Elective Program

9 weeks

Course Title: Major Black Writers

Course Description:

This course is designed as a chronological presentation of American Literature by selected black writers from the early period (1746) to the present. The purpose of the course is to develop an appreciation of the nature and scope of the black writer's contribution in all literary genre. The author, the historical and sociological background, and the literary aspects of the selections read are emphasized. Units of instruction include: The Early Period, Spirituals, The Harlem Renaissance, Richard Wright Period, The Contemporary Period.

Course Title: Midwestern American Literature

Course Description:

Course material is confined to writers of the Midwestern section of the United States. Selections are studied which deal with the attitudes, philosophies, and life styles of people who live or have lived in this region. Students are encouraged to analyze selections according to the following themes: the effect of land and the climate on the lives of the people; the pioneer spirit of the European immigrants who settled there; the beauty and serenity of nature; the indictment of small-town conformity; and the sense of brooding tragedy.

Course Title: Mythology

Course Description:

This course will introduce the chief myths and the gods and goddesses of Classical Greece and Rome. Tracing the development of myths from an oral tradition to a written art, will help the student realize how man has always sought to explain life's mysteries. Students will recognize the continuing use of names of these gods and goddesses in the literature, art, and advertising of today. Norse, Celtic, Asiatic, and American Indian myths and legends will also be explored.

Course Title: Whodunit?

Course Description:

The mystery story is a tool for teaching reading skills - creative and critical, as well as logic and reasoning. Students are introduced to the classic "whodunit" writers - Edgar Allan Poe, Arthur Conan Doyle, and Agatha Christie - and their creations - Dupin, Holmes, and Poirot. In addition to studying the classical writers, students also read stories of other mystery writers. Critiques and character sketches are prepared. Finally, the student creates his own "whodunit."

Course Title: Business Writing

Course Description:

This course is designed to provide students with a working knowledge of English Language Arts skills as they apply to the business field. Students practice standard grammatical principles and usage in both written and oral business communication. Topics include parts of a business letter; types of business letters; business terminology; job interviews; and practical

skills such as punctuation, word division, spelling; capitalization, and word choice.

Course Title: Best Sellers

Course Description:

In this course a minimum of six books from the current years best seller list are read, discussed, and studied. In addition to being best sellers, the books must display literary merit and provide desirable topics for class discussion. Although reading and comprehension skills are emphasized, specific literary areas such as content, symbolism, characters, philosophies, and concepts are examined in depth. Written and oral assignments are integrated throughout this course.

Course Title: Research Paper

Course Description:

The purpose of this course is to familiarize students with the procedures and forms of research writing. Areas of study include topic selection, working bibliography, thesis statement, preliminary outline, notetaking, final outline, footnoting, rough draft, final bibliography, and final draft. Emphasis is placed on the composition skills required for research writing.

Course Title: Writing for Fun and Profit

Course Description:

This course is for the individual who enjoys the medium of creative writing. The "fun" consists of personal creative writing. The "profit" portion is designed to aid the student in seeking a publisher for his

material. This extends the student's writing experience from the isolation of the classroom into the world of publishing. A minor, but significant emphasis, is placed on grammar and mechanics.

Course Title: Composition for the College Bound

Course Description:

The course develops and refines writing skills which are essential for success in college. Various types of short and long compositions are written and evaluated for content, mechanics, and style. Students are taught to develop ideas logically, to write clearly, and to proofread their own compositions.

Topics include paragraph development; transition; coherence; organization; the essay answer; precis writing, theme writing, writing discourse (exposition, narration, description, argumentation), clarity, punctuation, mechanics, style, writing techniques, and revision.

Course Title: Science Fiction

Course Description:

This course is designed to capitalize on the popularity and high interest in science fiction. Science fiction is introduced as a relevant means of studying the problems that concern man today; including technology, pollution, over-population, space exploration, nuclear war, and thought control. This course presents an excellent opportunity for stimulating discussion and creative writing as students become acquainted with prominent science fiction themes and attitudes in novels and short stories, by such authors as Isaac Asimov, Edwin Balmer, Pierre Boulle, Ray Bradbury, and Robert Heinlein.

Course Title: Survival

Course Description:

Survival is designed to give the student an opportunity to apply what he has learned in the classroom to his total environment. It is a study not only of literature, but of practical, applicable ideas. Outdoor experiences may include optional backpacking weekends, which enable the student to come in contact with nature.

Course Title: Broadway Musicals

Course Description:

During this course, four Broadway musicals are studied in depth. Class members are given the story, voice parts, and musical numbers for each show. Original cast recordings of the musicals are used, thus allowing students to hear the music as they read the play. Attention is given to the setting of each show as well as to the historical background of the composition.

Course Title: Social Consciousness

Course Description:

This course explores the various problems of past and contemporary society by examining social problems as they are interpreted by various authors of novels, poetry, short stories, drama, and nonfiction. The purpose of the course is to develop an awareness of, and a concern for, problems of society. The major focus of the course is critical reading and group interaction. Writing skills are emphasized as a means of expression, using the critical review and essay. Units of instruction may include: The Identity of America, Man's Role in Society, Reform,

Brotherhood, War and Peace, Pollution, and Anti-social Behavioral Problems.

Course Title: Choice and Consequence

Course Description:

Literature abounds in tales of how an apparently insignificant moment of choice brings consequences which reverberate throughout a lifetime. Sometimes the results that follow a choice cannot be foreseen. At other times the moment of choice is determined by a man's own character. An individual must realize that he must live with the results of his choice; therefore, the class studies the art of decision-making and attempts to apply this to their own choices.

Course Title: Youth's Search for Identity

Course Description:

This course is especially designed to help student s become more aware of themselves and each other; more able to make choices in real world situations; more willing to listen to what others are saying; and more able to speak their own convictions. In all activities personal values, individuality, respect for others, and self-awareness are stressed. The students must read and discuss novels which relate various problems in adjustment, peer-pressure relationships, parental relationships and/or maturity.

Course Title: Yearbook Production

Course Description:

This course is a study in editorial and graphic aspects of producing a yearbook. It is designed to prepare students for membership on the yearbook staff. Study includes journalistic terms, photography samples, lay-out

design, and advertising techniques. A sample yearbook is prepared and the budget is proposed.

Course Title: Shakespeare

Course Description:

This course is an in-depth study of Shakespeare as a writer of tragedy. In addition to studying Shakespeare's life, the Elizabethan theatre, and the elements of tragedy, students will read and analyze two Shakespearean tragedies; such as Hamlet, Othello, King Lear, or Macbeth. Through reading, analyzing and discussing these plays, students will be able to explore universal themes of man's inner conflicts, and will be more able to understand why Shakespeare is the world's most famous playwright.

Course Title: American Nobel Prize Winners

Course Description:

This course presents an in-depth study of the six Americans who have won the Nobel Prize in Literature. Each author is examined in terms of his contributions to literature and in terms of the Nobel Prize criteria. Oral and written interpretation of the literature is also emphasized. In studying the bakgrounds, influences, themes, and techniques used by each author, students will not only be exposed to many of America's writings, but will see a picture of twentieth century society as reflected through these works. Students discuss and evaluate these important works of literature.

Course Title: J. R. R. Tolkein's Trilogy/Lord of the Rings and The Hobbit

Course Description:

This course is an in-depth study of Tolkein and his works. Students will examine the literary element of fantasy as they study characterization, conflict, plot, setting, theme, and symbolism in Tolkein's work.

Course Title: Humor in Literature

Course Description:

This course is designed to familiarize students with different types of humor in American literature. As students study the works of Robert Armour, and others, their understanding of this important literature facet will be broadened.

Course Title: The Past, the May Be, and the Extraordinary

Course Description:

This course explores the past, the may be, and the extraordinary through various literary genre. Topics include the past explained (discoveries of lost cities such as Pompeii); the past unexplained (remnants of early Inca and Aztec civilization); the may be (science fiction short stories and novels which suggest what the future may be); and the extraordinary (predictions that have come true).

Course Title: Children's Literature

Course Description:

This course is designed to familiarize students with the various types of children's literature. Effective techniques of preparation and written and oral delivery of children's literature are emphasized. In addition to writing and illustrating original children's literature, students may also do special presentations such as puppet shows or children's theater productions.

Course Title: The Dreams of Man: The Heroic and Non-Heroic

Course Description:

This course traces the dreams of man through the various phases of freedom, both individual and civic. The themes of independence, self-reliance, love of mankind, and love of country are studied in various literary genre. The men of action who emerged as types of heroes are compared to non-heroic men who have not dared to dream.

Course Title: Heroes and Anti-Heroes

Course Description:

This course will explore the literary concepts of the hero and anti-hero in various genre. By tracing the development of heroic characters from mythological and legendary origins to the unorthodox heroes found in modern literature, the student will be able to compare and contrast the hero and anti-hero. He will be able to understand the significance of each, since both the hero and anti-hero exist in real life. Through literature, the student will broaden his understanding of people and human motivation.

Course Title: Literature of the Bible

Course Description:

Literature of the Bible is designed to acquaint the student with the Bible as a source of literary, artistic, and musical works. This course will include study of the principal Bible themes, characters, locations, and events which are necessary to comprehend Biblical allusions encountered in literature. The Bible will be studied as a collection of epics, poetry, rhetorical literature (fables, allegories, parables), wisdom literature (riddle, proverb, epigram), and prophetic writing. A non-denominational approach will be maintained as the course is strictly taught for its literary value with no attempts made at religious interpretation, belief, or moralization.

Course Title: The Faces of War

Course Description:

The battleground of war is only one aspect of man's oldest and most far-reaching institutions. Beyond the fighting lies the human elements - how people are affected by war. In this course, the student will examine the war literature of all ages in an attempt to realize that human needs and emotions are universal. Through literature the student will be able to perceive man's reaction as the direct and indirect result of war. He will be able to examine carefully some of the myths of war and how they are perpetuated through literature. By analyzing the literature of war, the student will arrive at a better understanding of his fellow man and be better prepared to weigh carefully the human cost of war.

Course Title: Shakespeare's Plays: Hamlet and Macbeth

Course Description:

The course provides a thorough study of Hamlet and Macbeth. The plays will be studied for literary elements such as plot, setting, imagery, theme, and language; however, major emphasis will be placed on characterization. A comparative study of the personality traits, motivations, and actions of these tragic heroes will be made. Opportunities will be given for students to dramatize specific scenes from both plays.

Course Title: The Novel

Course Description:

After studying the historical development, the elements, and the types of novels, each student will read and analyze three novels of his own choice. Emphasis will be placed on reading comprehension and development of those skills which are necessary for evaluating literature. After reading each novel, character sketches and critiques will be written. Class presentation will be used to encourage students to broaden their reading interests.

Course Title: French Literature

Course Description:

This course is designed to introduce students to the classic French novels such as: Madame Bovary, The Hunchback of Notre Dame, Les Miserables, Pere Goriot, and The Count of Monte Cristo. In addition, French poetry, short stories, drama, and essays by such authors as Emile Zola, Andre Gide, Guy de Maupassant, John Paul Sartre,

Marcel Proust, and other important writers will be studied. These works will be compared and contrasted to the writings of American and English authors. The discrepancies of translating from one language to another will also be incorporated into this study.

Course Title: American Indian Literature

Course Description:

This course is designed to promote reading and discussion of literature written by or about American Indians. Legends, customs, and relevant history will be incorporated so that students will better understand modern American Indian literature. A major purpose of this class is to present a more truthful picture of American Indians and their contributions to the United States.

Course Title: Love and Loneliness in Literature

Course Description:

This course is designed to help students realize that love and loneliness are universal themes in literature. Students will read poetry, short stories, novels, and plays which develop these themes. The study of literary works reflecting the many types of love will provide a deeper understanding of the depth of human life. Original compositions concerning love and loneliness will include poetry, short stories, essays, and scripts. Critical evaluations, in the form of class discussion and reaction compositions, are included in the program design.

Course Title: Patriots, Martyrs, and Desperadoes

Course Description:

Emphasis is placed on literature about those people, real or fictional, who are generally regarded to be patriots, martyrs, or desperadoes. Topics of study could include literature about the founding fathers of America or any nation; martyrs such as Joan of Arc, Thomas a Becket, Christ, Martin Luther King; desparadoes such as Jesse James, Frank James, or well-known criminals from any country or time period. A comparative study of the traits of each type of character and the importance of each will be made.

Course Title: Introductory Speech

Course Description:

This course serves a dual purpose by introducing students to the field of speech and by encouraging them to continue with the more involved, full-year speech class. The basics of speaking and listening are covered. Topics of study include diction, gestures, rate of speaking, eye contact, posture, enunciation, pronunciation, and poise. Special emphasis is placed on the organization, development, and delivery of various types of speeches.

Course Title: Media

Course Description:

This course is a study of the various media and media careers. This class is designed to help the student become a more experienced and critical media consumer. In addition to learning to evaluate critically the mass media of newspapers, magazines, television, and radio, students may: complete sample advertising compaigns; produce videotapes of original television

commercials or scripts; tape radio broadcasts; or design materials for magazines, newspapers, or billboards. This class is not only contemporary, it also teaches functional skills which can be utilized in various media careers.

Course Title: Speed Reading

Course Description:

This course is designed to increase the student's rate of reading and improve his reading comprehension. The student is trained to pace his reading in relation to the material being read, to skim, to scan, and to use topic headings and keywords. The controlled reader and tachistoscope are used throughout the course with varied reading materials.

Course Title: Puritanism in America

Course Description:

This course includes study of the literary forms and authors of the Puritan period, as well as works about the Puritan period such as The Crucible, The Scarlet Letter, Ethan Frome, "Young Goodman Brown," and "The Maypole of Merrymount." Emphasis is placed on the influence of Puritan thought on later American literature. Students will study such topics as: Puritan Attitudes; Puritan Concept of Success: Characteristics of Puritan Writing; Bay Psalm Book; Use of Language in Puritan Literature; and such as authors, as Edward Taylor, Jonathan Edwards, Anne Bradstreet, Michael Wigglesworth, William Bradford, John Smith, William Byrd, Esther Edwards, and Cotton Mather.

Course Title: Play Production

Course Description:

The purpose of this class is to study all aspects of play production. Topics of study will include: selecting a play, cast, and necessary committees; rehearsing; staging; blocking a scene; costuming; make-up; lighting; sounds; and directing. Throughout this course, students will participate in numerous activities which emphasize the technical aspects of producing a play.

Course Title: Romantic Writers in English Literature

Course Description:

This is a survey course designed to familiarize the student with the historical background of this period, the characteristics of Romanticism, and the works of such authors as Samuel Taylor Coleridge, William Wordsworth, Percy Bysshe Shelley, Mary Shelley, John Keats, Lord Byron, Charles Lamb, and William Hazlitt. Since writers of this period promoted individualism, idealism, and freedom, and rebelled against tradition and conformity, this course offers an excellent opportunity to compare and contrast these writers and their works to the writers of today.

Course Title: Poor Richard and His Friends

Course Description:

Instruction is based on the historical background of the American colonial period and the literature written by many of our founding fathers, Although special emphasis is given to the writings of Benjamin Franklin, alias Poor Richard, other authors to be studied may include:

Thomas Paine, Patrick Henry, Thomas Jefferson, Philip Freneau, and George Washington. This course provides excellent opportunities for oral and written activities which emphasize the various methods of persuasion. As literature is studied, recognition will be given to the power and beauty of appropriate language.

Course Title: Developmental Reading

Course Description:

This course is designed to improve and refine the critical reading skills and the vocabulary of students who are reading at their grade levels. Emphasis will be placed on improving comprehension, increasing reading rate, and developing interpretative skills. This individualized program encourages each student to improve his reading ability.

Course Title: Great Books

Course Description:

This course provides a survey of outstanding American, English, and world literature, which students should read before entering college. Selections from varied genre are incorporated, so that students will be aware of the many literary forms and techniques of writing. Critical and interpretative reading skills will be expanded while students broaden their sensitivity and taste in the selection of literature. Written and oral composition will be emphasized throughout this course, especially in the areas of characterization and literary themes.

Course Title: Literature of the Twenties

Course Description:

This course will introduce students to the literature as well as to the cultural and historical happenings of the 1920's. Students will study the life and works of such authors as F. Scott Fitzgerald, Ernest Hemingway, Gertrude Stein, Ezra Pound, and T. S. Eliot. In addition musicians, actors, actresses, cartoonists, sports figures, social and political figures and their contributions are incorporated into this course.

Course Title: Satire

Course Description:

This course is designed to familiarize students with the various types of satire and to introduce the satirical literature of such authors as Lucilius, Horace, John Dryden, Jonathan Swift, Alexander Pope, William Thackeray, James Russell Lowell, Aldous Huxley, George Oswell, Mark Twain, and Sinclair Lewis. Mad Magazine and the Harnard Lampoon may also be utilized to demonstrate how satire may be used to critize the injustices of man.

Course Title: Introduction to Drama

Course Description:

This course introduces the student to: the development of the theater as part of our cultural heritage; knowledge of the actor's craft and vocational opportunities; development of the physical theater; the elements of drama; dramatic terminology; and fine dramatic literature. In addition, the student is taught to evaluate dramatic experiences with some degree of competence and to interpret dramatic literature through acting.

Course Title: A Matter of Life and Death

Course Description:

In this course students will become familiar with the ways in which various writers have dealt with the universal themes of life and death. The literary creations of such authors as: Robert Browning, Emily Dickinson, Ambrose Bierce, Alfred Lord Tennyson, John F. Kennedy, Stephen Crane, Helen Keller, John Keats, Daniel Defoe, John Milton, Henry David Thoreau, Ernest Hemingway, Joyce Cary, Edgar Allan Poe, James Joyce, and countless others, will be read and analyzed. Students should become aware of the various ways in which these important aspects of life and literature have been handled.

Course Title: Rock Poetry

Course Description:

The poetry studied in this course uses rock music as a vehicle of communication. Since music is an important aspect of our society, the lyrics written by such artists as Paul Simon, Art Garfunkel, Don McLean, Judy Collins, Roberta Flack, Neil Diamond, Carole King, James Taylor, Janis Ian, John Denver, and others provide an excellent means of studying the contemporary thoughts of our time. Students are taught to listen critically and to analyze the message of rock poetry. They are also encouraged to express their thoughts in original written or musical compositions.

Course Title: Modern Drama

Course Description:

This course is designed to introduce students to twentieth century plays and playwrights; actors and acting techniques; designers and their

scenery; and technical developments within the modern theater. Emphasis will be placed on reading and analyzing twentieth century dramatic literature from various countries.

Course Title: Grammar and Usage

Course Description:

This course is designed to aid students in developing the basic language skills which are essential in written and oral communication. These basic skills will be developed through numerous oral and written activities which stress correct language usage. Such areas as sentence structure, sentence patterns, subject-verb agreement, verb and pronoun usage, capitalization, and punctuation will be emphasized. Students will be encourged to write their own sentences rather than use those from a grammar text. Traditional, structural, and transformational grammar should be incorporated into this unit, in order to meet the needs of each student in an effective manner.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES

Classroom

Text Materials:

Basic texts:

Language, literature, and composition

Supplementary texts:

Reference books:

One set of encyclopedias

Thesaurus:

One set of 15

Dictionaries:

A class set (30-35), up-to-date
A mixed set (10-15), up-to-date
One Oxford English Dictionary
One unabridged

Periodicals:

A good variety readily accessible (ex. Scope, Voice, and Read)

Vocabulary and spelling materials:

Paperback books:

500 per student
Class sets of novels
Individual titles

Laboratory sets:

Composition labs
SRA labs
Scholastic labs (ex. literature units)
Basic skills lab

Consumable Materials:

- Manila folders
- Labels
- Workbooks
- Pencils (regular and colored)
- Pens (black and red)
- Magic markers
- Chalk
- Felt marking pens
- Legal pads
- Index cards (3" x 5" and 4" x 6")
- Paper clips
- Rubber bands
- Thumb tacks
- Stencils
- Stencil correction fluid
- Mimeograph paper
- Transparency marker
- Rubber cement
- Glue
- Masking tape
- Scotch tape
- Scissors
- Stapler
- Staples
- Staple remover
- Lesson plan book

Media Materials:

- Projection screen
- Overhead projector

Equipment:

- Free-standing magazine rack
- File cabinets (2 drawer and 4 drawer)
- Bookcases
- Mobile carts
- Storage cabinets with locks
- Small reading table

Professional Reference Library

Consumable Materials:

- Audio tape
- Construction paper
- Bulletin board letters
- Manila folders
- Transparencies
- Video tapes
- Typing paper
- Carbon paper
- Correction tape

Media Materials:

- Record player
- Cassette tape player
- Filmstrip projector
- Film projector
- Opague projector
- Television set
- Records and slides
- Ear phone sets
- Slide projector
- Blank audio tape
- Individual viewers
- Adjustable paper punch
- Typing table
- Small reading (library) table
- Duplicating machine
- Electronic calculator
- Facsimile copier
- Sound filmstrip kits
- Listening labs
- Filmstrip maker kits
- Literary maps

Equipment:

- File cabinets (2 drawer and 4 drawer)
- Bookcases
- Mobile book carts
- Storage cabinets with locks
- Typewriter

Every English department should have ample office space for:

1. Book and material storage
2. Equipment storage
3. Duplicating and typing materials
4. Conferences

English Literature:

Tapes:

-----	18th and 19th Century English Poets and Poems
TA-643	Elizabethan Background of American Civilization
TA-646	Elizabethan Playhouse: Cultural Arts for London
TA-651	English Dress in the Age of Shakespeare
TA-645	English Sea Power in the Tudor Period
TA-647	Life of Shakespeare
TA-648	Masters of Elizabethan Literature
TA-650	Music: An Integral Part of Elizabethan Life

Records:

RD-780	Macbeth
RD-732	Sounds of Chaucer's English
RD-779	Shakespeare: Soul of an Age
RD-743	Early English Poetry
RD-187	A Christmas Carol
RD-381	English Literature Lyric Poetry
RD-382	English Literature Narrative Poetry (Shakespeare)
RD-251	Great Poets of English Literature
RD-38	A Tale of Two Cities
RD-302	Twelfth Night
RD-754	Dylan Thomas
RD-765	Great Poems of the English Language (Part 1)
RD-766	Great Poems of the English Language (Part 2)
RD-799	Charles McPheeters (High on Life)

Transparencies:

TR-36	Shakespeare and Character (with tape)
TR-37	Shakespeare Imagery

Films:

A-81	Artistry of Shakespeare: Turning Point - Act III of Macbeth (19 min. - color)
	Shaw vs Shakespeare
S-174	Part 1 Character of Caesar (33 min.) SC
S-175	Part 2 Tragedy of Julius Caesar (35 min.) SC
LRC	Understanding Shakespeare: His Stagecraft (24-1/2 min.) JSC
	: His Sources (18-1/2 min.) JSC
A-54	A Midsummer Night's Dream (14 min.) S
C-91	Charles Dickens: Background of His Works (11 min.) S
E-25	Edinburgh Festival of Music and Drama of 1947 (10 min) JSA
E-18	England: Background of Literature (10 min.) JS

E-34	English History: Earliest Times to 1066 (11 min.) S
	: Norman Conquest to Fifteenth Century (11 min.) S
F-36	: Tudor Period (11 min.) S
E-39	English Literature: Chaucer's Medieval Period (15 min.) S
E-38	Romantic Period (14 min.) S
E-37	Victorian Period (14 min.) S
F-101	From Every Shire's End (38 min.) S
H-69	Hamlet: The Age of Elizabeth (30 min.) S
H-70	What Happens In Hamlet? (30 min.) S
H-71	Hamlet: The Poisoned Kingdom (30 min.) S
H-72	Hamlet: The Readiness Is All (30 min.) S
M-85	Macbeth: The Politics of Power (28 min.) S
M-86	Macbeth: The Themes of Macbeth (28 min.) S
M-87	Macbeth: The Secret'st Man (33 min.) S
M-37	Medieval World (11 min.) J S
S-70	Scotland: Background of Literature (10 min.) J S
S-11	William Shakespeare (15 min.) SA
D-80	Dr. Heidegger's Experiment (22 min.) JSC

Filmstrips:

FS-13	A Tale of Two Cities
FS-156	The Theater and the Players
FB-261	Survey of English Literature (4fs/2rd) S
FB-253	From Prologue to the Canterbury Tales (1 fs/1 rd) JS
FB-250	Geoffrey Chaucer: Poet and Pilgrim (2 fs/ 2 rd) S
FB-27	As You Like It
FB-214	Day at Globe Theater
FB-215	Early English Drama: The Roots of Shakespeare's Theater
FB-159	England during the Reign of Queen Elizabeth
FB-213	Globe Theater: Its Design and Construction
FB-25	Hamlet
FB-30	Henry V
FB-28	Introduction to Shakespeare
FB-11	Ivanhoe
FB-171	Ivanhoe
FB-154	Julius Caesar
FB-157	Life in Elizabethan London
FB-158	Life of William Shakespeare
FB-29	Macbeth
FB-31	Midsummer Night's Dream
FB-212	Playhouse Comes to London
FB-211	Prologue to the Globe Theater
FB-32	Romeo and Juliet
FB-26	Shakespearean Theater
FB-271	Early English Drama: The Roots of Shakespeare's Theater (4 fs/ 2 rd) S
LRC	Selected Shakespearean Tragedies: Plots and Analyses (6 fs/ 3 cass)
LCR	The British Isles (6 fs/ 3 cass)
FB-304	Brontes: Fantasy and Reality (2 fs/ 2 cass)

American Literature:

Tapes:

TA-521	Poems from Robert Frost
------	American Poetry Series

Records:

RD-820	A Poe Collection
RD-768	Stephen Crane (Red Badge of Courage, Poetry, and "The Veteran")
RD-744	TS Eliot READING
RD-666	American Musical Theater / w FS
RD-781	American Short Stories
RD-723	Anthology of Negro Poetry for Young People
RD-695	Arthur Miller (The Crucible/Death of a Salesman)
RD-694	Stephen Crane (Red Badge of Courage)
RD-734	E. A. Poe (Pit and the Pendulum)
RD-752	Favorite American Poems
RD-697	Hal Holbrook in MARK TWAIN TONIGHT
RD-696	H. W. Longfellow (Evangeline)
RD-731	Mark Twain (Huckleberry Finn)
RD-693	Mark Van Doren
RD-720	The Negro People in America (Sons and Ballads)
RD-38	The House of the Seven Gables
RD-383	Luck of Roaring Gap
RD-592	Folk Songs in the Civil War (with FS)
RD-591	Folk Songs in the Great Depression (with FS)
RD-167	Johnny Appleseed
RD-167	Pecos Bill
RD-387	John Brown's Body
RD-755	Vachel Lindsay reading The Congo and others
RD-769	Words for the Wind: Poems of Theodore Roethke

Films:

W-60	John G. Whittier (17 min.) JS
CRC	Civil War Series (4)
	Background Issues (16 min.) JSC
	First Two Years (16 min.) JSC
	1863 - 1865 (16 min.) JSC
	Postwar Period (16 min.) JSC
E-68	Eighteenth-Century Life - Colonial Williamsburg (44 min.) EJS
L-79	The Lottery (18 min.) S C
L-83	A Lover's Quarrel with the World - Robert Frost (40 min.) S J
W-99	Williamsburg Restored (28 min.) J S
LRC	Midwest Literature: The Farm Background (11 min.) JSC (Riley, Garland, Rolvaag, Cather)
LRC	Midwest Literature: The Town Background (13-1/2 min.) JSC (Clemens, Howells, Anderson, Masters, Takington, Lewis, Lindsay, Richter)
LRC	Midwest Literature: The City Background (13-1/2 min.) JSC (Dreiser, Sandburg, Hecht, Sinclair, Norris, Farrell)

RD-105 Masterpieces of Literature - Vol. I
- Vol. II
RD-384 World of Literature (Adventure)
RD-385 World of Literature (Peoples)
RD-386 World of Literature (Exploring)
RD-763 Great Gods and Heroes
RD-761 Myths of Wonder
RD-787 Charles Frankel - "What Is Philosophy?"
RD-764 The Beginnings - Almighty Zeus, Cosmogony, Lesser Gods, Immortals of Olympus

Films:

LRC The Moslem World: Beginnings and Growth (11 min.) JSCA
LRC Ancient Palestine (13-1/2 min.) JSC
LRC The Aegean Age (13-1/2 min.) JSC
B-86 The Bible as Literature
Saga and Story in the Old Testament (27 min.) SC
History, Poetry, Drama in the Old Testament (25 min.) SC
C-154 Character of Oedipus (30 min.) SC
D-78 A Doll's House IJS
Part 1 - The Destruction of Illusion
Part 2 - Ibsen's Themes
D-27 Death of Socrates (25 min.) SA
A-34 Ancient Egypt (10 min.) JS
A-35 Ancient Mesopotamia (11 min.) JS
A-18 Ancient World Inheritance (11 min.) EJ-S
R-11 Ancient Rome (11 min.) EJ
A-58 Aristotle and the Scientific Method (15 min.) JS
A-55 Aztecs (11 min.) IJ
E-57 Egypt: Cradle of Civilization (11 min.) JS
F-58 France: Background of Literature (11 min.) S
H-74 The Hamanities: What They Are and What They Do (30 min.) S
M-36 Major Religions (20 min.) A
O-10 Our Inheritance from Historic Greece (11 min.) EJS

Filmstrips:

FS-84 Stories of Famous Poems
FS-85 Three Famous Stories Retold
FB-251 Mythology is Alive and Well (2 fs/ 2 rd) S
FB-252 Myths and Legends of Ancient Greece (10 fs/ 2rd) S
FB-297 Myths and Legends of Ancient Greece and Rome (10 fs) S
FB-298 Myths of Greece and Rome (6 fs) S
FB-256 Splendor from Olympus (2 fs / 10 cass) S
FB-296 Heroes of Greek Mythology (6 fs) S
FB-87 Seasons and Festivals
FB-88 Myths and Legends
FF-628 Buddhism
FF-629 Christianity
FF-630 Confucianism and Taoism
FF-631 Hinduism
FF-632 Islam
FF-633 Judaism

J-24 James Weldon Johnson (12 min.)

LPC Pioneer Living (9 films) (11 min. each) IJS

- The Home
- Home Crafts
- Preparing Foods
- The Farm
- The Village
- Education and Recreation
- The Settlers
- A Mexican War Diary
- Slavery and Slave Resistance (Poets, Novelists, Orators) JSC

A-37 Johnny Appleseed (15 min.) EJS

C-92 The True Story of the Civil War (33 min.) S

C-126 Colonial Life and Crafts (13 min.) EJS

N-23 Colonial Life in New England (10 min.) J

C-109 Colonial Life in the South (15 min.) J

N-1 Early Settlers of New England (13 min.) EJ

F-25 Benjamin Franklin (20 min.) JSA

H-73 Huck Finn: What He Says (30 min.) S

H-75 Thorton Wilder: Our Town and Our Universe (30 min.) S

H-82 Our Town and Ourselves (30 min.) S

H-81 Magic Prison: Emily Dickinson (30 min.) S

W-59 Washington Irving (18 min.) JS

L-4 Abraham Lincoln (20 min.) JS

L-9 H. W. Longfellow (20 min.) JSA

M-35 A Man Without a Country (30 min.) JSA

M-67 Mark Twain: Background for His Works (14 min.) JS

N-6 New England: Background of Literature (11 min.) JS

P-83 Paul Lawerance Dunbar: American Poet (14 min.) JS

C-9 Planter of Colonial Virginia (11 min.) EJS

S-96 Spanish Influence in the United States (11 min.) JS

F-124 Foxfire (21 min.)

F-118 Folksongs of the Western Movement (14 min.) Int., JS

Filmstrips:

FS-12 Treasure Island

FS-114 Tom Sawyer Whitewashes the Fence

FS-155 John G. Whittier

FB-244 Streets, Prairies, and Valleys: The Life of Carl Sandburg (2 fs/2 rd) S

FB-257 Interview with Henry David Thoreau (1 fs / 1 rd) S

FB-294 Literature Classics (4 fs) JS

- John Brown's Body
- Scarlet Letter
- Moby Dick
- Red Badge of Courage

FB-115 Evangeline

FB-113 Gold Bug

FB-117 Great Stone Face

FB-118 Luck of Roaring Gap

FB-116 Man Without a Country

FB-220 Gatsby -- the American Myth (Sound)

FB-221 Hawthorne (Sound)

FB-222 Hemingway (Sound)

FB-223 Melville (Sound)

FB-224 Scott Fitzgerald (Sound)

FB-225 That Strange Mr. Poe (Sound)

FJ-100 Censored: The Story of Book Censorship in the U. S.
LRC Treasury of Animal Stories (4 fs/ 4 cass)
FB-226 Thomas Wolfe (Sound)
FB-227 Uncle Mark (Sound)
FB-290 America: The Poetry of a Nation (2 fs/ 2 cass) JS
FB-292 American Drama: 20th Century (4 fs / 4 cass) S
FB-284 American Literature: Frontier
FB-285 American Literature: New England
FB-286 South
FB-300 Black Poems, Black Images (6 fs / 6 cass) JS
FB-249 Concord: A Nation's Conscience (2 fs/ 2 rd) S
FB-240 Development of the American Short Story (4 fs / 2 rd) S
FB-274 Ernest Hemingway (2 fs / 2 rd) S
FB-245 The Man (2 fs/ 2 rd) S
FB-246 The Writer: "Big Two-Hearted River" (2 fs/ 2 rd) S
FB-238 Whitman: The American Singer (1 fs/ 1 rd)
FB-243 World of Mark Twain (2 fs / 2 rd) S
FB-287 Writing and Printing in America (1 fs)
FF-657 Puritan Legacy (2 fs / 2 rd) Saints and Sinners - Work Ethic
FN-32 Our Heritage of American Folk Music - Part 1 (6 fs / 3rd)
FN-33 Our Heritage of American Folk Music - Part 2 (6 fs / 3rd)
FN-34 Our Heritage of American Patriotic Songs (2 fs/ 1 rd)
FF-746 Strange Phenomena (6 fs/ 3 cass) JS
Loch Ness Monster — Mind Over Matter
Unusual Science Facts — ESP In Animals and Men
ESP — Precognition
FR-11 Sports (6 fs/ 3 cass)
Drag Racing — Parachuting
Surfing — Acrobatics
Gliding and Soaring — Skin Diving
FQ-54 Famous Women of America Group I (Int, Jr.) (6 fs/ 3 cass)
Elizabeth Blackwell: First Woman Doctor
Eleanor Roosevelt: First Lady of the World
Pearl S. Buck: An American from China
Margaret Mead: Student of Mankind
Mary Church Terrell: Meddler With A Mission
Jane Addams: A Very Good Neighbor
FQ-55 Famous Women of America Group II (Int. Jr.) (6 fs/ 3 cass)
Amelia Earhart: Aviation Pioneer
Harriet Beecher Stowe: Author
Mary McLeod Bethune: Educator
Dorothy Gish: Actress
Elizabeth C. Stauton: Women's Rights Activist
Augusta Savage: Sculptor
Stories From The Old West (6 fs/ 3 cass)
Gold and Dreams of Gold (4 fs/ 2 cass)
Our Heritage of American Folk Music (6 fs/ 3 cass)
FQ-52 American Legendary Heroes (6 fs)

World Literature:

Records:

RD-753 The Rubaiyat of Omar Khayyam
RD-762 Tales of Adventure (myths)

FB-248 Antigone and the Greek Theater (1 fs/ 3 rd) JS
FB-259 Classical Mythology Series (4 fs/2 rd) S
FB-660 Living Legacy of Greece and Rome (4 fs/ 2 rd) JS
FF-655 Our Heritage from Ancient Greece (2 fs/ 2 rd) S
FF-674 Religion around the World (4 fs/ 2 rd) JS
Buddhism
Hinduism
Shintoism
Islam
FB-311 Themes in Literature: Conscience and the Law Part I & II (2 fs/ 2 cass) JSCA
Conflict
Rebel
FB-312 Themes in Literature: Courage Part I & II (2 fs / 2 cass) JSCA
Ideal of Courage
Toward A New Ideal
FB-313 Themes in Literature: Love (2 fs/ 2 cass) JSCA
What Is Love?
Ages Of Love
FB-314 Themes in Literature: Search for Self Part I & II (2fs/2cass) JSCA
Undiscovered Continent
Growing Up
FB-315 Bible: A Study in Literature Part I & II (2 fs/ 2 cass) JSCA

Genre:

Multi-Media Kits:

#2 Techniques on Evaluating Types of Literature (15 transp.)

Tapes:

TA-69 Biography-----The Study of People
TA-66 Finding Viewpoints in Essays
TA-68 Looking into the Lives of Others - The Novel
TA-70 The Play's the Thing

Records:

RD-176 Poetry Time
RD-782 Today's Poets
RD-777 Understanding and Appreciation of the Novel
RD-801 Understanding and Appreciation of the Short Story
RD-719 Caedmon Treasury of Modern Poets
RD-785 Poetry and Song

Films:

W-86 What Is Poetry? (10 min.) JS
LRC Haiku: An Introduction to Poetry (11 min.) I
LRC Poetry: So Many Kinds (13-1/2 min.) JS
LRC Literature Appreciation: Analyzing Characters (13-1/2 min.) JSC
N-40 The Novel - What It Is, What It's All About, What It Does (34 min.) S

T-46 Teaching of Fiction (50 min.) Training Film
T-48 Teaching of Poetry (50 min.) Training Film

Filmstrips:

FS-165 Sound Effects in Poetry
FS-162 Stanza Forms and Forms of Verse
FB-270 What to Look for in Drama and Fiction (4 fs/ 2 rd)
FB-293 Forms of Literature: Biography and Autobiography (2 fs/2 cass)
FB-291 Forms of Literature: The Short Story (4 fs/ 4 cass)
FB-241 Great Novels and their Authors (4 fs/ 2 rd) S
Part 1 Hawthorne
Part 2 Dickens
FB-80 Books for Biography
FB-164 Getting the Meaning from Poetry
FB-89 Folk Tales and Fairy Tales
FB-92 Mother Goose Rhymes
FB-167 Narrative Poem
FB-170 One-Act Play
FB-90 Proverbs and Maxims
FB-160 Rhythm in Poetry
FB-168 Historical Novel
FB-283 Ballad Tradition (1 fs/ 2rd) JS
FB-247 Enjoying Poetry (9 Fs/ 1 rd) JS

FN-35 Stories of Music
Classics (6 fs/6 cass)
Sleeping Beauty
William Tell
Midsummer's Night's Dream
Swan Lake
Bartered Bride
Scheherazade

Language:

Tapes:

TA-47 Sentences - Simple to Complex
TA-652 Adjectives and Adverbs
TA-653 Clauses - Complex and Compound
TA-658 Nouns and Determiners
TA-660 Prepositions and Pronouns
TA-661 Sentence Structure
TA-662 Troublesome English
TA-663 Verbs
TA-656 Mature Speech
TA-508 Using Periods and Question Marks
TA-45 Meeting New Words
TA-44 Words and Your Senses
TA-657 Word Mastery

Records:

RD-189 Sound Effects Record
RD-745 History of the English Language (American)
RD-725 Mend Your Speech
RD-783 Instructional Record for Changing
LRC Regional Speech Patterns

Films:

M-99	Magic of Communicating -- Combined Four Language Arts Skills (11 min. - color)
LRC	Your Communication Skills: The Exchange of Ideas (11 min.) Listening (11 min.)
W-44	Ways to Better Conversation (11 min.) JS
LRC	Understanding Movies (13 min.) IJSC
LRC	Improve Your Oral Reports (13-1/2 min.) I
LRC	Improve Your Pronunciation (11 min.) JS
E-59	English Language: How It Changes (11 min.) JS
P-36	Improve Your Pronunciation (11 min.) JS
I-25	Is There Communication When You Speak? (29 min.) SA
L-41	Let's Discuss It (9 min.) J
S-31	Speech: Functions of Gestures (11 min.) SA Group Discussion (11 min.) S How to Conduct A Meeting (11 min.) SA Planning Your Talk (11 min.) S Platform Posture & Movement (11 min.) SA Stage Fright (11 min.) S Using Your Voice (11 min.) SA Why Study Speech (11 min.) S
LRC	The English Language: Its Spelling Patterns (13-1/2 min.) JS
S-23	Spelling Is Easy (10 min.) EJ
LRC	Building Better Sentences (13-1/2 min.) I
LRC	Using Our Language: Modifiers (13-1/2 min.) JS
S-120	Sentences: Simple, Compound, Complex (11 min.) JS
T-47	Teaching of Language (50 min.) Training Film
P-34	Why Punctuate? (11 min.) JS
P-38	Punctuate: Mark Your Meaning (11 min.) EJ
LRC	Discovering Lang.: How English Changed in America (11 min.) I : The Alphabet Story (13-1/2 min.) I : Varieties of English (11 min.) I : How Words Are Made (13-1/2 min.) I : How Words Get New Meanings (11 min.) I : How English Borrowed New Words (11 min.) I
LRC	Do Words Ever Fool You? (11 min.) I
V-6	Building Your Vocabulary (11 min.) JS
R-31	Reading Improvement: Vocabulary Skills (11 min.) EJS

Filmstrips:

FB-52	How to Converse JS
FB-55	How to Deliver A Speech JS
FB-54	How to Prepare A Speech JS
FB-266	Apostrophe and Hyphen JS
FB-265	Colon, Dash, Parentheses, Bracket JS
FB-263	Comma and Semi-colon - Main Uses JS
FB-264	Comma - Secondary Uses
FB-262	End Punctuation - JS
FB-20	Colon and Semi-colon
FB-16	Comma

FB-18	End Punctuation
FB-63	Punctuation
FB-19	Quotation Marks and Italics
FB-176	Using Punctuation Marks
FB-202	Using Marks
FB-182	Recognizing Clauses
FB-181	Recognizing Phrases
FB-186	Reflexive, Relative, Interrogative Pronouns
FB-74	Simple Sentence
FB-5	Subject and Predicate
FB-205	Transitive Verbs - Direct Objects
FB-207	Perfect Tenses
FB-185	Personal Pronouns
FB-112	Mr. Verb
FB-70	Verbs
FB-192	Verbs
FB-180	Verbs and the Sentence
FB-38	Verbs, the Motor of Sentences
FB-39	Verbs and the Subject
FB-198	What Is A Sentence?
FB-201	Words Telling How, When, Where
FB-200	Words That Describe Things
FB-196	Words That Name Things
FB-197	Words That Show Action
FB-199	Words Instead of Names
FB-174	Using Parts of Speech
FB-289	Speaking of Language (2 fs / 2 cass) JS
FB-260	Focus on Language (10 fs/ 5 rd) JS

Verb Phrases
How We Use Language
What is Language?
Sounds of Language
Language of Writing
American Dialects
English Sentence
Noun Phrase
Transformations

FB-209	Adjective Clauses
FB-191	Adjectives
FB-73	Adjectives and Adverbs
FB-193	Adverbs
FB-208	Adverb Clauses
FB-210	Compound Sentences
FB-42	Pronouns
FB-183	Kind of Sentences
FB-37	Simple Sentences
FB-206	Linking Verbs
FB-187	Making Words Agree
FB-6	Modifiers
FB-40	More about Verbs
FB-7	Nouns
FB-69	Nouns
FB-189	Nouns
FB-41	Other Words That Help Build Sentences
FB-184	Parts of Sentences or Clauses
FB-195	Phrases and Clauses
FB-71	Prepositions and Conjunctions
FB-194	Prepositions, Conjunctions, and Interjections

FB-72 Pronouns

FB-190 Pronouns

FS-153 Prefixes
FS-152 Suffixes
FS-106 Synonyms
FS-107 Word Building
FS-150 Word Meanings
FS-109 Word Origins
FS-111 Words Derived from Latin and Greek
FS-110 Words Derived from Other Languages
FB-242 Linguistic Backgrounds of English (12 fs/ 6 rd) S
- Words Come to Life
- What's In a Name?
- Our Changing Language
- Georgraphy of Language
- Language and Common Understanding
- Symbols and Everyday Language
- Your Culture and Communication
- Language of Culture
- Interesting Facts about Your Language
- How English Traveled Overseas
- Using Language - Appropriately
- How We Communicate

FB-295 Words: Their Origin, Use and Spelling
FB-65 Vocabulary
FB-8 Vocabulary Communication
FB-10 Vocabulary Development
FB-9 Vocabulary Word Background
FJ-100 Censored: The Story of Book Censorship in U.S. (1 fs/1 cass)
FB-309 Understanding Your Language Int., J (6 fs/cass)
- Word Order
- Pitch, Stress & Juncture
- Word Building
- Grammar in Words: Form Words
- Grammar in Words: Structure Words
- Basic Sentence Ingredients

FB-305 World of Communications (11 fs/ 6 cass)
- Introduction to the World of Communication & Visual Media
- Story of Technical Communication
- Evaluation of Communication
- Managing the Enterprise
- Story of Photography
- Visual Media Systems
- Illustrating the Message
- Common Skills of Graphic Design
- Study of Newspapers
- Specifying and Controlling the Quality of Production
- Story of Publishing

FB-306 World of Communications
- Introduction to the World of Communications: Visual Media
- First Impressions
- Story of Radio Broadcasting
- Story of Making Motion Pictures
- Story of T.V. Broadcasting
- Producing a T.V. Program
- Impact of Audiovisual Media

Composition Skills:

Cassettes:

CA-12 Report Writing Skills (8 cassettes)

Choosing a Topic	Framing an Outline
Research Riddle	Paragraph Magic
Make a Note of It	Why a Bibliography
Picking an Overall Plan	Putting It All Together

Tapes:

TA-58	Compressing Ideas by Abbreviating and Summarizing
TA-65	Figurative Language
RA-51	Following the Author's Organization
TA-67	The Magic of Storytelling
TA-56	Outlining
TA-50	Paragraph Lines
TA-63	The Power of Persuasion

Films:

LRC	Effective Writing: Building an Outline (11-1/2 min.) JS
W-70	Writing Better Social Letters (11 min.) JS
LRC	Building Better Paragraphs (11 min.) I
LRC	Effective Writing Skills: Research Skills (11 min.) JSC
	: Revise and Improve (13-1/2 min.) JS
	: Learning from Advertising Language
O-3	Building an Outline (11 min.) JS
T-12	How to Write a Term Paper (11 min.) JS
S-92	Something to Write About (7 min.) EJ
T-45	Teaching of Composition (50 min.) Training Film

Filmstrips:

FB-269 Program in Writing: Awareness (4 fs/posters/photos)

- Using Your Senses
- Relationships
- Drama of People
- Telling the Story

FB-299	Steps in Building a Paragraph (4 FS) JS
FB-273	Techniques of Paragraph Writing (4 fs/ 2rd) JS
FB-272	Techniques of Theme Writing (4 fs/ 2 rd) S
FB-281	How to Write Reports (6 fs/ 3 rd) JS
FB-95	Building Reports JS
FB-97	Finishing Reports JS
FB-62	Fun with Words JS
FB-53	How to Write JS
FB-163	How to Write a Poem JS
FB-108	Meanings Change JS
FB-96	Painting with Words JS
FB-94	Selecting the Theme JS
FB-175	Using Language Correctly JS

FB-98 Using Reports JS
FB-173 Using Sentences JS
FB-203 Using Conversation JS
FB-161 Figures of Speech

Career Exploration:

Films:

LRC Writing Better Business Letters (10-1/2 min.) S
LRC Your Job: Finding the Right One (13-1/2 min.) SCA
: Applying for It (13-1/2 min.) SCA
: Fitting In (16 min.) SCA
: Getting Ahead (16 min.) SCA
LRC Office Practice: Manners and Customs (13-1/2 min.) SCA
: Working with Others (13-1/2 min.) SCA
: Your Attitude (11 min.) SCA
W-69 Writing Better Business Letters (11 min.) JS
LRC English on the Job: Reading Skills (13-1/2 min.) SC
: Writing Skills (13-1/2 min.) SC
: Listening and Speaking Skills (13-1/2 min.)SC
C-75 Choosing Your Occupation (11 min.) JS
G-30 Getting A Job (16 min.) JS
F-59 Finding the Right Job (22 min.) JS
I-27 I Want to Be a Secretary (11 min.) JS
O-6 Office Etiquette (15 min.) S
P-56 Personal Qualities for Job Success (11 min.) S
S-13 Secretary's Day (10 min.) JS

Filmstrips:

FO-26 Office Education Series II (4 fs)
Job Application Sources
Job Application - Letter and Resume
Preparing for the Interview
Do's and Don'ts during the Interview
FO-29 Job Hunting: Where to Begin (2 fs/ 2 rd)
FB-76 Business Correspondence JS
FB-17 Getting a Job JS
FP-23 Finding and Getting A Job JSC (6 fs/ 3 cass)
Choosing Your Career
Finding a Job Opening
Applying for a Job
The Job Interview
Your First Months on the Job
You and Your Changing World of Work
Exploring Careers: Group I (6 fs/ 3 cass)
Job Survival Skills (13 fs/ 13 cass)

Library Science:

Films:

H-85 How To Use the Reader's Guide (13 min. - color)

D-14 We Discover the Dictionary (10 min.) EJ
LRC We Discover the Encyclopedia (11 min.) I
L-3 Know Your Library (11 min.) JS
L-38 Library Organization (11 min.) JSA
A-105 Adventures in the Media Center (19 min.)

Filmstrips:

FB-79 Almanacs and Yearbooks EJS
FB-45 Card Catalog EJS
FB-47 Dictionary
FB-44 Dewey Decimal System
FB-147 Dictionary, I, II, III
FB-93 Digging for Facts
FB-46 Encyclopedia
FB-81 Gazeteers and Atlases
FB-48 How to Use the Encyclopedia
FB-172 Learning to Use the Dictionary
FB-82 One-Volume Encyclopedia
FB-83 Reader's Guide
FB-50 Use Your Library
FB-178 Using a Dictionary
FB-43 The Book
FB-310 Dictionary in Action (3 fs)
FJ-105 Role of the Librarian in Media, Pt. I & II (2 fs/ 2 cass)
FJ-102 Producing Effective AV Presentations (6 fs/ 6 cass)

Planning	Photographic Copying
Graphics	Sound Recording
Photography	Presentation Systems

Reading Materials:

Multi-Media Kits:

#5 Youth Speaks Out - Literature (1 fs/ 1 tape)
#15 Checkered Flag Series (4 fs/ 4 tapes/ 4 rec. / books)
#16 Checkered Flag Series (4 fs/ 4 tapes/ 4 rec. / books)
Flea, Grand Prix, Scramble, 500

Tapes:

TA-62 Reading Between the Lines
TA-59 Shifting Gears in Reading
TA-60 Skimming and Scanning
TA-49 Spotting Topics in Paragraphs
TA-46 Unlocking Sentence Meanings
TA-48 Using Signs and Signals in Reading
TA-55 The Art of Notetaking

Films:

R-49 Reading: Developing Skills - Reading Literature (25 min.-B&W)

R-55 Reading: Efficient Reading (10 min. - B & W)
LRC Your Communication Skills: Reading (11 min.) I
LRC Reading Growth: Basic Skills (13-1/2 min.) I
: Getting the Big Ideas (13-1/2 Min.) I
: Reading Creatively (13-1/2 min.) I
H-41 How Effective Is Your Reading? (11 min.) JS
R-21 Reading Development In The Secondary Schools (20 min.)
Training film
R-32 Reading Improvement: Comprehension Skills (11 min.) EJS
R-29 : Defining the Good Reader (11 min.) EJS
R-33 : Effective Speeds (11 min.) EJS
R-30 : Word Recognition Skills (11 min.) EJS
R-25 Reading Series: Harvard (Practices of 4 min. each)
R-23 : I, Iowa Series (Practices of 4 min. each)
: II, Iowa Series (Practices of 4 min. each)
R-62 Reading Growth: Understanding Word Meanings (14 min.) Int.,J
R-63 Reading: An Introduction (27 min.)
R-64 Remedial Reading: Who, What, Why and How (27 min.)
Y-24 Your Communication Skills: Reading (11 min.) Int., J

Study Skills:

Tapes:

TA-42 How Well Do You Listen?

Films:

R-53 Reading to Remember - Good Study Habits (25 min. - B&W)
LRC Your Study Skills: How to Use a Textbook (13-1/2 min.) I
: Doing An Assignment (11 min.)
: Taking Notes on Reading (11 min.)
: Learning From Pictures (13-1/2 min.) I
LRC Critical Thinking: Making Sure of Facts (11 min.) JSC

Filmstrips:

FB-308 The Successful Student (6 fs) JS
Why Study?
Preparing to Study
Listening and Reading Skills
What to Ask, How and Where to Find the Answers, Pt. I & II
How To Take A Test
School Skills for Today and Tomorrow
FJ-103 Fundamentals of Thinking (9 fs) Int., J

Comparisons	Interpreting
Assumptions	Summarizing
Classifying	Observing
Critical Thinking	Analyzing
Problem Solving	

FJ-101 A Positive Approach to Motivation (1 fs/ 1 cass)

Journalism:

Tapes:

TA-64 News of the Day

Films:

T-62 Today's Newspaper (22 min.) JSC
LRC How To Read Newspapers (13-1/2 min.) I
H-42 How To Read a Newspaper (11 min.) JS
N-25 Newspaper Story (16 min.) EJ
FB-307 Newspaper in America (6 fs/ 3 cass) JS
Reading Daily Newspapers
Weeklies and Other Publications
Writing for Newspapers
Understanding Feature Stories
Preparing News for Print
The Finished Newspaper

Filmstrips:

F-107	The Time, The Life, The Works of Geoffrey Chaucer (1 roll, 1 record, 2 manuals)
F-108	The Elizabethan Age (2 rolls, 1 record, 1 manual)
FS-186	Major Barbara (George Bernard Shaw)
F-129	George Washington Carver; Pearl S. Buck: An American From China (2 rolls, 2 records, 2 manuals)
F-105	Drama of the Twentieth Century (5 rolls, 4 records, 1 manual)
FS-178	Antigone (1 fs/ 1 manual)
FS-159	Myths - The Timeless Tales, Part D., Greek (1 fs/ 1 cass)
Poetry	Poetry Through The Years (6 rolls)
FS-166	The Angels and the Shepherds - Children's Bible Stories (4 fs/ 1 phono disc)
F-127	The Gift of the Magi and When the Littlest Camel Knelt (1 manual, 2 records, 2 rolls)
F-128	The Story of Handel's Messiah; The Twelve Days of Christmas; The Story of the Nutcracker (3 rolls, 3 records, 3 manuals)
FS-148	Choosing a College (1 fs/ 1 cass/ 1 manual)
FS-173	Your Job Outlook (1 fs/ 1 manual)
FS-167	Your Life at Work (1 fs/ 1 manual)
FS-176	Your Occupation-Student (1 fs/ 1 manual)
F-26	Getting The News: The Associated Press at Work (1 manual - 1 record)
F-23	Freedom of the Press - Today (2 pts.) (1 manual/ 2 records)

Adopted Textbooks
(1973-78 and 1974-79)

Basic:

Language and Composition:

Glatthorn, Allan et al.
Dynamics of Language, 7-12
D. C. Heath Company

Smith, Vernon et al.
Contemporary English, 7-12
Silver Burdett Company

Literature:

Kneer, Leo B.
America Reads, 7-12
Scott, Foresman & Company
Projection in Literature (7)
Counterpoint in Literature (8)
Outlooks in Literature (9)
Exploring Life Through Literature (10)
The United States in Literature (11)
England in Literature (12)

Dunning, Stephen
Galaxy, 7-12
Scott, Foresman & Company
Thrust (7)
Focus (8)
Vanguard (9)
Perspectives (10)
Accent (11)
Compass (12)

Speech:

Allen, R. R.; Parish, Sharol; Mortensen, C. David
Communication: Interacting Through Speech 9-12
Charles E. Merrill

Journalism:

English, Earl; Hack, Clarence
Scholastic Journalism, 5th Ed., 10-12
Iowa State University Press

Reading:

Tactics in Reading, 7-12
Scott, Foresman & Company

211

Spelling:

Kottmeyer, William
Basic Goals in Spelling, 4th Ed., 7-8
McGraw-Hill Company, Webster Division, 1972

English Supplementary:

Littell, Joseph Fletcher
Language of Man Series
McDougall, Littell and Company, 1971-73
Book 1
Book 2
Book 3
Book 4
Book 5
Book 6
Coping with the Mass Media
How Words Change Our Lives
Using Figurative Language
Dialects and Levels of Language
Gaining Sensitivity to Words
Communicate

Miller, James and others
Man in Literature, Levels 10-12
Scott, Foresman and Company, 1974
Man in Literature & Comparative
World Studies in Translation
Literature of the Eastern World
Translations from The French
Teutonic Literature
Literature From Greek and Roman Antiquity
Russian and Eastern European Literature
From Spain and the Americas
Italian Literature in Translation
Black African Voices
The Human Condition

Moffett, James
Interaction , Three levels
Houghton Mifflin Company, 1973
Level 2
Adventure Stories, 1, 2
Animals Stories True, Fiction
Sports Stories
Proverbs
Information, 1, 2
True Stories, 1, 2
Dictionary of Local Lingo
Fables
Folk Tales
Legends

Myths
Games to Play
Jump Rope Jingles and Other Useful Rhymes
Recipes
Things to Do and Make
Terribly Tough Tongue Twisters
Humorous Stories
Insults
Jokes and Puns
Mystery Stories
Science Fiction Stories
Fanciful Stories
Charts and Graphs
Comics
Maps
Photos
Photos with Captions
Signs
Science Encyclopedia
Short Plays 1, 2
Brain Teasers
Codes
Rebuses
Riddles
Limericks
Poems
Story Poems 1, 2
Songs

Level 3
Diaries
Fictional Diaries
Letters (Real and Imagined) 1, 2
Dictionary of Local Lingo
Informative Articles 1,2
Fictional Autobiography
Autobiography
Fictional Memoir 1,2
Memoir 1, 2
Eye Witness Reportage
Reportage
Essays in Reflection 1, 2
Humorous Stories
Jokes
Limericks
Brain Teasers
Codes
Mystery Stories 1, 2
Science Fiction 1, 2, 3
Ballads
Haiku
Lyric Poetry
Narrative Poetry
Songs
Adventures Stories 1, 2

Sports Stories
Fables
Legends
Myths
Parables
Proverbs
Dialogues and Monologues 1, 2
Scripts 1, 2, 3
Transcripts 1, 2
Fictional Biography 1, 2
Biography 1, 2
Chronicle 1, 2
Fictional Chronicle
Advertisements
Comics
Photos
Photos with Captions
Signs
Charts and Graphs
Maps

Sheldon, William and others.
Breakthrough, levels 7-12
McDougall, Littell and Company, 1971-72
On the Level
Full Count
The Time Is Now
With It
Play It Again
From the Top
Winner's Circle 1, 2
Over the Edge
Beyond the Block 1, 2
Out of Sight
Where It's At
This Cool World 1, 2
How It Is
Coming Through
The Big Ones 1, 2
On the Spot
Making the Scene
Way Out
Shorter and Long Fiction Series
Scott, Foresman and Company
Edges of Reality
Fractured Image
The Life Force
Marquee: Ten Plays by America and British Playwrights
British Motifs: Collection of Modern Short Stories

McGraw - Hill Company

The Art of Narration: The Novella
The Art of Narration: The Short Story
The Bible as Literature
The Comic Vision
Themes in the One-Act Play
African Images
Classical Heritage
Dramatic Comedy
Dramatic Tragedy
Themes in Science Fiction

Harcourt, Brace Jovanovich, Inc.

Writing Incredibly Short Play, Poems and Stories
Experiments: Writers' Journal
Writers' Journal: Explorations
Quest Academic Skills Program
Writing Themes About Literature
Fundamentals of the Library
Fundamentals of Poetry
Great American Short Stories
Mythology
Lord of the Flies
Of Human Bondage
Four Major Plays of Ibsen
The Great Gatsby
Paradise Lost and Regained
J. B.
Six Great Modern Short Novels
Moby Dick
Man and Superman
The Fall
Old Man and the Sea
Crime and Punishment
The Good Earth
Three Plays by O'Neill
The Stranger
Thread That Runs So True
Animal Farm
Three Great Plays of Euripides
The Crucible
Ten Modern American Short Stories
The Theban Trilogy
The Sun Also Rises
The Unvanquished
Black Voices
Christy
Siddhartha
The Iliad
African Genesis
American Negro Poetry
All About Words
Coping With Television

TV Action Book
Turning Point: A Collection of Short Biographies
Basic Reference Sources, Shares
The Republic
Reflection on Gift of Watermelon Pickle
The World of Communications: Visual Media

Journalism Supplementary:

Hartman, William
Journalism
Laidlaw Brothers, 1968, levels 10 - 12
Practic Book

Adams, Julian and Stratton, Kenneth
Press Time
Prentice-Hall, 2nd Ed., c. 1969, levels 10 - 12

Smith, Ruth and Michalak, Barbara
How To Read Your Newspaper
Harcourt, Brace and Jovanovich, c. 1970, levels 7-12

Decker, Howard
Newspaper Workshop
Globe C. 1972, (Reading level 5 and 6)

Goldberg, Enid A.
How To Run A School Newspaper
J. B. Lippincott, c. 1970, levels 7-9

Speech Supplementary:

Peck, Elson
The Art of Speaking
Ginn and Company, 3rd Revised Ed., c. 1970, levels 9-12

Nadeau, Ray E.
Speech Communication: A Modern Approach 1st Ed.
Ginn and Company, c. 1973, levels 9-12

Carlile, Clark S.
38 Basic Speech Experiences, 5th Ed.
Clark Publishing, C. 1972, levels 9-12

Tanner, Fran Averett
Basic Drama Projects
Clark Publishing Company, c. 1972, levels 9-12

Buys, et al.
Creative Speaking
National Textbook Company, c. 1974, levels 9-12

Scott
Oratory
National Textbook Company, C. 1974, levels 9-12

Hunsigner
Oral Interpretation
National Textbook Company, c. 1974, levels 9-12

Buys
Extemporaneous Speaking
National Textbook Company, c. 1974, levels 9-12

Cobin
Serious Dramatic Interpretation
National Textbook Company, c. 1974, levels 9-12

Cobin
Humorous Dramatic Interpretation
National Textbook Company, c. 1974, levels 9-12

Miller
Special Occasion Speeches
National Textbook Company, c. 1974, levels 9-12

Beck
Group Reading: Readers Theatre
National Textbook Company, c. 1974, levels 9-12

Buys, et al.
Radio Speaking
National Textbook Company, c. 1974, levels 9-12

Spelling Supplementary:

Basic Spelling
J. B. Lippincott Company, c. 1973, Books G-J

Reading Supplementary:

Gainsburg
Advanced Skills in Reading, 1, 2, 3
The MacMillan Company

Zimbal and Levy
Reading Comprehension - Lessons and Tests
Amsco School Publications, Inc.

Clymer, Theodore
Reading 360 - Level 14
Ginn and Company
Conflicts
Awakenings
Changes
Failures
Speculation

Reading 360 - Level 15
Rebels
Questions
Directions
Pursuits
Forecasts

Katz
Real Stories, A, 1 2
Globe Book Company

The Living Adventure Series
Globe Book Company
Rush Hour
Street Sounds
Rooftops

Just for Fun Series
Activities for Reading Improvement, 1, 2, 3
Steck Vaughn

Hellman, Arthur W.
The New Phonics We Use Series
Lyons & Carnahan

Handwriting Supplementary:

Hackney, Myers, Bloser
Expressional Growth Through Handwriting, 7-8
Zaner Bloser

Professional Reference Library
Central Office

Reference Books:

Ackerman, James S.
Teaching the Old Testament in English Classes, Bloomington: Indiana University Press, 1973

Allen, Diane H., ed.
The Discovery of English NCTE 1971 Distinguished Lectures. Urbana: National Council of Teachers of English, 1971

Applebee, Arthur N.
Tradition and Reform in the Teaching of English: a History
Urbana: National Council of Teachers of English, 1974

Applebee, Roger K. and James R. Squire
High School English Instruction Today, New York: Appleton-Century-Crofts, 1968

Applebee, Roger K. and James R. Squire
Teaching English in the United Kingdom, Urbana: National Council of Teachers of English, 1969

Berger, Allen, and Blanche Hope Smith, eds.
Classroom Practices in Teaching English 1974-1975 Revision. Urbana: National Council of Teachers of English, 1974

Bloomfield, Leonard
Teaching Children to Read, reprinted from Let's Read: A Linguistic Approach, Detroit: Wayne State University Press, 1961

Buros, Oscar Kristen
English Tests and Reviews, Highland Park: Gryphon Press, 1975

Burt, Forrest D., and Sylvia King, eds.
Equivalency Testing: A Major Issue for College English, Urbana: National Council of Teachers of English, 1974

Burton, Dwight L. and John S. Simmons
Teaching English in Today's Schools
Holt, Rinehart and Winston, Inc., 1967

Cherington, Marie
Improving Reading Skills, New York: Bureau of Publications Teachers College, Columbia University, 1961

Clements, Simon, and Peter Griffiths, eds. "Language Across the Curriculum" English in Education, 5 (Summer, 1971)

Common Sense and Testing in English, Urbana: National Council of Teachers of English, 1975

Cooper, Charles R., William F. Fagan, and Julie M. Jensen
Measures for Research and Evaluation in the English Language Arts, Urbana: National Council of Teachers of English, 1975

Corbett, Edward P. J., ed. "Students' Right To Their Own Language," College Composition and Communication, 25 (Fall, 1974)

Crab, Alfred L., Jr., and Maurice A. Hatch
Kentucky English Bulletin, Lexington: Kentucky Council Teachers of English, Fall, 1968

Dawson, Mildred A. (compiled by)
Developing High School Reading Programs, Newark, Delaware: International Reading Association, 1968

Diederich, Paul B.
Measuring Growth In English, Urbana: National Council of Teachers of English, 1974

Dixon, John, Leslie Stratta, and Andrew Wilkinson
Patterns of Language
London: Heinemenn Educational Books, 1973

Dobberstein, Kathleen, and Kathleen Drzick
Producing A Multimedia Presentation, Ann Arbor: Michigan Council of Teachers of English, 1971

Donelson, Ken, ed. "Elective Programs in English," Arizona English Bulletin, 14 (February, 1972)

Donelson, Ken, ed. "Adolescent Literature, Adolescent Reading and the English Class," Arizona English Bulletin, 14 (April, 1972)

Donelson, Ken, ed. "Science Fiction in the English Class," Arizona English Bulletin, 15 (October, 1972)

Donelson, Ken, ed. "The Many Faces of Language Teaching in the English Classroom," Arizona English Bulletin, 15 (February, 1973)

Donelson, Ken, ed. "Some New Ways of Looking at the English Curriculum," Arizona English Bulletin, 15 (April, 1973)

Donelson, Ken, ed. "Teaching Fiction: Short Stories and Novels," Arizona English Bulletin, 16 (April, 1974)

Dunning, Stephen, ed.
English for the Junior High Years, Urbana: National Council of Teachers of English, 1969

Elkins, Deborah, et al.
Reading Improvement in the Junior High, New York: Teachers Press of Columbia University, 1968

Elliott, Virginia A., and Lois S. Josephs, eds.
English for the Academically Talented Student in the Secondary School
Washington, D. C.: National Education Association, 1969

Farrell, Edmund J.
Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 A.D., Urbana: National Council of Teachers of English, 1971

Fleming, Margaret, ed.
Teaching the Epic, Urbana:
National Council of Teachers of English, 1974

Golden, Ruth A.
Improving Patterns of Language Usage, Detroit:
Wayne State University Press, 1960

Graham, M. Robert, ed.
Alternative Strategy in English Classroom, Birmingham:
Michigan Council Teachers of English, 1973

Gray, William S.
On Their Own in Reading, Chicago:
Scott, Foresman and Company, 1960

Grommon, Alfred H., ed.
Reviews of Selected Published Tests in English, Urbana:
National Council of Teachers of English, 1976

Hillocks, George, Jr.
Alternatives in English: A Critical Appraisal of Elective Programs,
Urbana: National Council of Teachers of English, 1972

Hook, J. N., Paul H. Jacobs, and Raymond D. Crisp
What Every English Teacher Should Know, Champaign:
National Council of Teachers of English, 1970

Horn, Thomas D., ed.
Research on Handwriting and Spelling, Champaign:
National Council of Teachers of English, 1966

Jenkinson, Edward B., and Jane Stouder Hawley
On Teaching Literature, Bloomington:
Indiana University Press, 1967

Jenkinson, Edward, ed.
Some Questions and Answers about Planning Phase-Programs in English.
Terra Haute: Indian Council of Teachers of English, 1972

Jenkinson, Edward B., and Philip B. Daghlian, eds.
Teaching Literature in Grades Ten through Twelve, Bloomington:
Indiana University Press, 1968

Jenkinson, Edward B.
What Is Language? Bloomington:
Indiana University Press, 1967

Judson, Horace
The Techniques of Reading, New York:
Harcourt, Brace, and World, Inc., 1963

Judy, Stephen, ed.
Lecture Alternatives in Teaching English, Ann Arbor:
Campus Publishers, 1971

Kinder, Robert Farrar, ed.
The English Program, K-12: The Tree and Its Roots, Urbana:
National Council of Teachers of English, (no copyright date)

Kottmeyer, William
Decoding and Meaning
McGraw-Hill Company, 1974

Kottmeyer, William
Teacher's Guide for Remedial Reading, St. Louis:
Webster Division, McGraw-Hill Company, 1959

Labov, William
The Study of Nonstandard English, Urbana:
National Council of Teachers of English, 1974

Lamar, Wilmer A. "Black Literature in High Schools in Illinois
(English Teachers Speak for Themselves)," Illinois English Bulletin,
58 (May, 1971)

Larrick, Nancy
A Teacher's Guide To Children's Books, Columbus:
Charles E. Merrill Books, Inc., 1960

Maloney, Henry B., ed.
Accountability and the Teaching of English, Urbana:
National Council of Teachers of English, 1972

Maloney, Henry B., ed.
Goal Making for English Teaching, Urbana:
National Council of Teachers of English, 1973

Maloney, Henry B., ed.
New English, New Imperatives, Champaign:
National Council of Teachers of English, 1971

Maloney, Henry B.
Workload for English Teachers: Policy and Procedure, Urbana:
National Council of Teachers of English, 1973

Maxwell, John and Anthony Tovatt, eds.
On Writing Behaviorial Objectives for English, Champaign:
National Council of Teachers of English, 1970

Moffett, James
A Student-Centered Language Arts Curriculum, Grades K-12, Boston:
Houghton Mifflin Company, 1968

Neff, Charles and Nancy Neff
Aids to Curriculum Planning: English Language Arts K-12, Urbana:
National Council of Teachers of English, 1973

Petroski, Catherine, ed.
Nonstandard Dialect, Champaign:
National Council of Teachers of English, 1967

Pooley, Robert C.
The Teaching of English Usage, Urbana:
National Council of Teachers of English, 1974

Rank, Hugh, ed.
Language and Public Policy, Urbana:
National Council of Teachers of English, 1974

Rapport, Virginia, ed.
Learning Center: Children On Their Own, Washington, D. C.:
The Association for Childhood Education International, 1970

Schoenheimer, H. P., ed.
English in Australian Secondary Schools, Melborne:
F. W. Cheshire Publishing Pty Ltd., 1972

Shipley, Joseph T.
Dictionary of Early English, Totowa:
Littlefield, Adams and Company, Inc., 1968

Shipley, Joseph T.
Dictionary of Word Origins, Totowa:
Littlefield, Adams and Company, 1970

Simmons, John
Decisions About the Teaching of English
Allyn and Bacon, Inc., 1976

Smith, Nila Banton
Reading Instruction for Today's Children, Englewood Cliffs, N. J.:
Prentice-Hall, Inc., 1963

Spache, George D., Ph.D.
Good Reading For Poor Readers, Champaign:
Garrard Publishing Company, 1961

Squire, James R. and Roger K. Applebee
High School English Instruction Today, New York:
Appleton-Century-Crofts, 1968

Stratta, Leslie, John Dixon, and Andrew Wilkinson
Patterns of Language Explorations of the Teaching of English, London:
Heinemann Educational Books, 1973

Students' Right To Read
Conference on College Composition and Communication, 1974

Summerfield, Geoffrey
Topics in English, London: B. T. Batsford, Ltd., 1965

The Range of English, NCTE Distinguished Lectures, Champaign: National Council of Teachers of English, 1968

Turner, Darwin T., and Barbara Dodds Stanford
Theory and Practice in the Teaching of Literature by Afro-Americans Urbana: National Council of Teachers of English, 1971

Venezky, Richard L.
Testing in Reading, Urbana: National Council of Teachers of English, 1974

Whitehead, Frank
The Disappearing Dais A Study of the Principles and Practice of English Teaching. London: Chatto and Windus, 1966

Wiener; Harvey S., and Rose Palmer
The Writing Lab., Beverly Hills: Glencoe Press, 1974

Winkeljohann, Rosemary Sr.
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation. Urbana: National Council of Teachers of English, 1974

Wolfe, Don M.
Creative Ways to Teach English, New York:
The Odyssey Press, Inc., 1958

Wolfe, Don M.
Creative Ways to Teach English
Second Edition, New York: The Odyssey Press, Inc., 1966

Wolfe, Don M.
Language Arts and Life Patterns, New York:
The Odyssey Press, Inc., 1961

Wolfe, Don M.
Language Arts and Life Patterns, 2nd Edition, New York:
The Odyssey Press, 1972

Cassettes:

"Elective Courses and Individualization in Learning." G. Hillocks and G. Wood. NCTE Philadelphia Convention, 1973.

"English Composition: An Individualized Course." Westinghouse Learning Corporation.

"English from APEX to NADIR." Edmund J. Farrell. Conference of English in the Southwest. Temple, Arizona, 1972

"English Up Against The Wall." L. Lewis and E. Wooten. NCTE Philadelphia Convention, 1973

"McNamara's Band and the Educational Edsel." Charles Weingartner. NCTE Spring Institute, Detroit, 1972

"The Problem Adolescent and the Problem Adolescent Novel." NCTE Secondary Section English Curriculum Conference, 1973

"Rec. of Three Dialect Speakers: Culture, Class, and Language Variety." Urbana: National Council of Teachers of English.

"Science Fiction: An Introduction." Shelia Schwartz. National Council of Teachers of English, 1973

Guides:

Haviland, Virginia and Margaret N. Coughlan
Yankee Doodle's Literary Sampler of Prose, Poetry, and Pictures
New York: Thomas Y. Crowell, 1974

West, Gail B.
Teaching Reading Skills In Content Areas: A Practical Guide to the Construction of Student Exercises. Orlando: Sandpiper Press, Inc., 1974

Kits:

A Curse on Confusion an Individualized Approach to Clear Writing.
Palo Alto: Westinghouse Learning Press, 1973

English Composition-an Individualized Course. Palo Alto: Westinghouse Learning Corporation, 1971

How to Create Reading Centers: 100 Creative Ideas for Reading Centers.
Carson: Educational Insights, Inc., 1974

How to Create More Reading Centers: 100 Creative Ideas for Reading Centers. Carson: Educational Insights, Inc., 1975

An Introduction to Dialects and Dialect Learning. Urbana: National Council of Teachers of English, 1974

Read On: 100 Individualized Reading Exercises. Carson: Educational Insights, Inc., 1974

Recipes for Creative Writing. Monterey Park: Creative Teaching Press, Inc., 1966

Story Starters.
Monterey Park: Creative Teaching Press, Inc., 1972

Write On! 70 Writing Activity Ideas for Teachers. Inglewood: Educational Insights, Inc., 1974

Write On! 50 Writing Activities for Students. Carson: Educational Insights, Inc., 1974

Microfiche:

Descriptions of Courses Offered in Elective English Programs of Five Minneapolis, Minnesota High Schools. Bethesda: Leasco Information Products, Inc., 1970

Elective English Curriculum. Palm Springs High School, California. Bethesda: Leasco Information Products, Inc., 1971

Elective English Program Grades 9-12: Huntley Project Public Schools, Worden, Montana. Bethesda: Leasco Information Products, Inc., 1970

English Curriculum, Naples High, 69-70. Collier County Schools, Naples, Florida. Bethesda: Leasco Information Products, Inc., 1970

English Electives Passes a Test: An Abstract of an Evaluation of the Electives Program at Scarsdale High School. Bethesday: Leasco Information Products, Inc., 1971

An Evaluation of Project Apex: A Nongraded Phase - Elective English Program. Trenton Public Schools, Michigan. Bethesda: Leasco Information Products, Inc., 1971

Flexibility in the English Curriculum. The Semester Elective Program. Bethesda: Leasco Information Products, Inc., 1970

The Fort Hunt High School Elective English Program. Fort Hunt High School, Alexandria, Virginia. Bethesda: Leasco Information Products, Inc., 1970

More Than English (What's Happening In the Senior High English Curriculum of the Anchorage Borough School District) and Addendum. Bethesda: Leasco Information Products, Inc., 1971

The Multiple Elective Program in English. Bethesda: Leasco Information Products, Inc., 1971

Phase-Elective English, 1970. Jefferson County Board of Education, Louisville, Kentucky. Bethesda: Leasco Information Products, Inc., 1970

Phase-Elective English, An Experimental Program for Grades Eleven and Twelve, East Hardin High School, Hardin County Board of Education, Elizabeth, Kentucky. Bethesda: Leasco Information Products, Inc., 1970

Student Selective Series For High School English. Flint Public Schools, Michigan. Bethesda: Leasco Information Products, Inc., 1970

Professional Reference Library
School English Office

Publications:

Avey, Catherine B., ed.
The New Century Classical Handbook
Appleton

Barnhart, Clarence L. and William D. Halsey, eds.
The New Century Handbook of English Literature

Bartlett, John
Bartlett's Familiar Quotations, 14th Ed., Boston:
Little, Brown and Company, 1968

Baugh, Albert C.
A History of the English Language, 2nd Ed., New York:
Appleton-Century-Crofts, 1957

Berbrick, John D.
101 Ways to Learn Vocabulary, New York:
Amsco School Publication, 1971

Bernhard, William F.
Granger's Index to Poetry, New York:
Columbia University Press, 1962

Bernhard, William F., Supplement to
Granger's Index to Poetry 1960-1965, New York:
Columbia University Press, 1967

Carlson, Ruth Kearney
Sparkling Words
National Council of Teachers of English, 1973

Evans, Bergen and Cornelia Evans
A Dictionary of Contemporary American Usage, New York:
Random House, 1957

Garrison, Cecil
1001 Media Ideas for Teacher, Berkeley:
McCutcheon Publishing Corporation, 1968

Hamilton, Edith
Mythology, New York:
Mentor Books

Hart, James D. Ed.
The Oxford Companion to American Literature, 4th Ed., New York:
Oxford University Press, 1965

Hartnoll, Phyllis, Ed.
The Oxford Companion to the Theatre, 3rd Ed., 1970

Harvey, Sir Paul
The Oxford Companion to Classical Literature, New York:
Oxford University

Laubach, Frank C., Elizabeth Kirk, and Robert S. Laubach
Everyday Reading and Writing, Syracause:
New York Reader's Press, 1970

Modern Language Association of America
Publications of Interest to Teachers of English, New York: 1972

National Council of Teachers of English
Guide to Teaching Materials for English, Grades 7-12
Urbana, Illinois, 1976

National Council of Teachers of English,
The English Journal

National Council of Teachers of English
Language Arts

O'Neal, Robert, ed.
Teacher's Guide to World Literature for the High School
National Council of Teachers of English
Urbana, Illinois, 1966

Pooley, Robert C.
The Teaching of English Usage, Urbana, Illinois:
National Council of Teachers of English

Sallsbury, Gordon
Catalog of Free Teaching Materials, Riverside, Calif.
Ribudoux Printing Company, 1973

Simmons, John
Decisions About the Teaching of English
Los Angeles, 1976

Spiller, Robert
History of the United States, 3rd ed., New York:
MacMillan

Stevenson, Barton
Stevenson's Home Book of Quotations, 10th ed., New York:
Dodd, Mead, 1967

Tate, Gary and Edward, P. J. Corbett, eds.
Teaching High School Composition, New York:
Oxford University Press, 1970

Thrace, William
A Handbook to Literature, New York:
Odyssey Press, 1960

Van Doren, Mark
Shakespeare
Anchor

Walsh, J. Martyn
Plain English Handbook, Cincinnati:
McCormick - Mathers, 1972

Walch, J. Weston
Successful Devices in Teaching Written English, 1961

Webster's Biographical Dictionary, New York:
G. C. Merriam Company, 1966

Wright and Lamar
The Folger Guide to Shakespeare, New York:
Washington Square Press

Kits:

English Composition - An Individualized Course, Palo Alto, Calif.:
Westinghouse Learning Corporation, 1971

Read On! 100 Individualized Reading Exercises, Carson:
Educational Insights, Inc., 1974

Recipes for Creative Writing, Monterey Park
Creative Teaching Press, Inc., 1966

Story Starters, Monterey Park:
Creative Teaching Press, Inc., 1972

Write On! Writing Ideas for Teachers, Inglewood:
Educational Insights, Inc., 1974

Write On! 50 Writing Activities for Students, Carson:
Educational Insights, Inc., 1974

TESTING AND EVALUATION

Tests

Criterion-Referenced:

- Basic English Criterion-Referenced Test 7-9
- Reading Criterion-Referenced Test 7-9

Diagnostic:

- Stanford Diagnostic Reading

Reading:

- Nelson Reading Test
- Gates-MacGinite Reading Test
- Nelson-Denny Reading Test

Standardized:

- Co-Operative English Test 9-12

ENGLISH LANGUAGE ARTS

JUNIOR HIGH CONFERENCE CHECK LIST

STUDENT _____

TEACHER _____

Skill Taught ☒ Skill Acquired ☒

LANGUAGE	Grade 7	8	9
Sentence: Simple			
Compound			
Complex			
Types: Imperative			
Interrogative			
Declarative			
Exclamatory			
Patterns: S + V + O			
S + be + complement			
S + LV + complement			
S + V			
S + V + IO + O			
S + V + O + OC			
Ex + V + (complement) + S			
Parts of speech: Nouns			
Verbs			
Adjectives			
Adverbs			
Pronouns			
Conjunctions			
Prepositions			
Interjections			
Punctuation:			
Capitalization:			
Spelling:			
Vocabulary:			

LITERATURE		Grade	7	8	9
Prose and poetry:	Main idea				
	Context clues				
	Setting				
	Character				
	Inferences				
	Cause and effect				
	Simile				
	Metaphor				
	Personification				
	Hyperbole				
	Haiku				
	Lyric				
	Narrative				
	Symbolism				
Short story:	Forms				
	Main idea				
	Characterization				
	Conflict				
	Humor				
	Plot				
	Setting				
	Time sequence				
	Point of view				
	Tone				
	Theme				
	Symbolism				
	Irony				
	Allegory				
Drama:	How to read a play				
	Basic stage direction				
	Interpretation of character				
	Television drama				
	Classical drama				
Novel:	Plot				
	Setting				
	Time sequence				
	Main idea				
	Character				
	Conflict				
	Point of view				
	Tone				
	Theme				
Non-fiction:	Fact versus fiction				
	Biography				
	Autobiography				

COMPOSITION	Grade	7	8	9
Sentences: Descriptive words				
Paragraphs: Unity (Topic, supporting, clincher sentences)				
Narrative				
Expository				
Transition				
Paraphrasing:				
Essay: One paragraph				
Informal				
Analysis				
Business forms: Resume				
Applications				
Claimant's reports				
Social Security				
Driver's license				
Oral Composition:				
SPECIAL SKILLS				
Dictionary entries: Definition				
Spelling				
Pronunciation				
Syllabication				
Diacritical marks				
Library: Shelf arrangement				
Alphabetical order				
Dewey Decimal system				
Card catalog				
Encyclopedia Index				
Reader's Guide				
Study: SQ3R				
Handwriting:				

ENGLISH LANGUAGE ARTS

SENIOR HIGH CONFERENCE CHECK LIST

STUDENT _____

TEACHER _____

Skill Taught ☒ Skill Acquired ☒

LANGUAGE	Grade	10	11	12
Phrases:	Noun			
	Negative			
	Adjective			
Punctuations:	Comma			
	Semicolon			
	Dash			
	Colon			
	Parenthesis			
	Quotations			
	Apostrophe			
Clauses:	Restrictive, non-restrictive			
	Independent, dependent			
Semantics:				
Morphology:				
History:				
Vocabulary:				
LITERATURE				
Poetry:				
Forms:	Verse			
	Ballad			
	Sonnet			
	Ode			
	Elegy			

	Grade	10	11	12
Theme				
Symbolism				
Imagery				
Technique				
Short story: Elements				
Historical development				
Forms				
Drama: Elements				
Historical development				
Tragedy				
Comedy				
Radio				
Television				
Epics: Folk				
Literary				
Novel: Historical development				
Definition				
Types				
Periods and movements:				
COMPOSITION				
Paragraph:				
Unity: Topic, supporting, clincher sentences				
Writing:				
Expository				
Descriptive				
Narrative				
Argumentative				
Development:				
Example				
Anecdotes				
Reasons				
Comparison-contrast				
Definition				
Expository theme:				
Informal essay				
Formal essay				
Critical analysis				
Research:				
Initial				
Advanced:				
Form				
Paper				

Grade	10	11	12
Letters:			
Business			
Friendly			
Outlining			
Oral Composition			
SPECIAL SKILLS			
Communication:			
Printed word			
Radio			
Television			
Photographs			
Movies			
Speaking			
Listening			
Research			
Vocational			

Clubs and Activities

A. Clubs

1. Newspaper
2. Drama
3. Yearbook
4. Masquers
5. Thespians
6. Forensics
7. Debate
8. Speech
9. Writer's Club
10. Television
11. Quill and Scroll
12. Science Fiction
13. Appalachian Culture
14. Genealogy

B. Activities

1. Minute in History Contest
   Shell Oil Company

2. Wheeling Catholic Forensic
   Tournament

3. Regional Drama Festival
   West Virginia State College

4. State Drama Festival
   West Virginia University

5. State Forensic Tournament
   Fairmont State College

6. John Marshall Invitational (speech)
   Marshall University

7. Voice of Democracy Contest (speech)
   Charleston

8. American Legion Oratorical Contest
   Charleston

9. Peter S. Borsoy Memorial (speech)
   Tournament
   West Virginia Wesleyan College

10. Huntington High School (speech)
    Tournament
    Huntington

11. Scott High School Forensics
    Tournament

12. Rio Grande College Forensic
    Tournament

13. Bison Earlybird Speech Tournament
    Barracksville, West Virginia

14. Speaker's Bureau

15. Panel on "The Future of Education" for SAE Convention (speech)

16. United High School Press
    Association
    Marshall University

17. West Virginia Poetry Society

PROFESSIONAL ORGANIZATIONS AND PUBLICATIONS

INTERNATIONAL READING ASSOCIATION
800 Barksdale Road
Newark, Deleware 19711

Individual membership in the International Reading Association is open to any educator concerned with the improvement of reading especially through instruction and supervision in the schools.

Since this organization has membership from many other countries, the program offerings, reading curriculum development projects, teacher education projects, and research projects are wide in scope. The materials disseminated are pertinent and of high quality.

Annual individual membership dues of $15.00 include a subscription to one of three professional journals: The Reading Teacher, Journal of Reading, or Reading Research Quarterly. Annual dues of $20.00 include subscriptions to two of the journals or $25.00 to all three.

Membership in the International Reading Association also includes a news letter, discount on convention registration fees, and other publications by the association.

JOURNALS

THE READING TEACHER is a publication which provides a forum for the exchange of information and opinions in the exploration of the improvement of reading through instruction and supervision. It includes articles on reading for those interested in basic developmental instruction and for those with special interests such as The Disabled Reader, Mentally Retarded Children and Reading, Reading Resource Centers,

Early Childhood and Reading Development, Library Resources and Reading Improvement, and Linguistics and Reading. A section entitled Clip Sheet is a sharing of ideas for instruction and instructional materials. Another section reviews current professional books and new classroom materials. This publication is of special interest to teacher K-8. Eight issues, October through May, provide a wealth of current materials.

JOURNAL OF READING. This publication is more oriented to secondary teachers, to College and University teachers, and curriculum workers who are interested in a wide variety of materials concerning current developments in the teaching of reading.

READING RESEARCH QUARTERLY is a publication in which current research projects are reported. It is of particular interest to persons wishing to be informed as to the most recent research findings relating to reading.

OTHER PUBLICATIONS

The Association publishes a broad range of titles in the following areas:

ANNOTATED BIBLIOGRAPHIES: Listings of periodicals, books, and research with explanatory notes and comments

CONVENTION PUBLICATIONS: Selected papers from the annual meetings, organized around reading topics of current concern

IRA+ERIC/CRIER+ERIC/RES: Publications produced cooperatively by IRA and others

PERSPECTIVES IN READING: Papers expressing varied viewpoints on specific topics

READING AIDS: Practical suggestions for classroom teachers

SELECTED IRA REPRINTS: Compilations of articles in special areas of reading reprinted from IRA publications

SPECIAL INTEREST PUBLICATIONS: A variety of volumes contribution to the professional progress of some major section of the IRA membership or related group

UKRA: United Kingdom Reading Association publications

WORLD CONGRESS PROCEEDINGS: Papers emphasizing the international aspects of reading.

There is also a wide range of professional books concerning reading improvement available from the International Reading Association.

STATE AND LOCAL ORGANIZATIONS

International Reading Association also has affiliate state and local associations in which those concerned with improvement of reading instruction may become involved in sharing developments on a local level.

These organizations are:

THE WEST VIRGINIA READING ASSOCIATION. This organization has membership of classroom teachers, reading teachers, curriculum specialists, and college professors, who are interested in improvement of reading instruction. Dissemination of program developments in West Virginia is one of the chief functions.

THE KANAWHA COUNTY READING ASSOCIATION. This organization is a local group who has the same purposes as the international and state organizations, but deal with local reading development program dissemination.

Information concerning membership in these organizations may be secured from the Kanawha County Department of Program Development and Supervision.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road
Urbana, Illinois 61801

Membership in the National Council of Teachers of English is open to individuals interested in the teaching of English and the language arts and to departments, institutions, and libraries. Membership includes a subscription to one section journal and participation in the affairs of one of the three basic Council sections--Elementary, Secondary, College. It offers participation in programs and working comradeship with members from all levels of the English teaching profession. In addition, members have access to publications and services. Annual membership fee is $15.

There are two basic types of membership: (1) Individual Voting Membership and (2) Institutional (nonvoting) Membership for institutions, libraries, and departments. Individuals should designate the NCTE section in which they wish to vote.

Individual Voting Membership includes membership in the NCTE section of your choice (Elementary, Secondary, College), a year's subscription to one of the section journals (Language Arts, English Journal, College English), voting membership mailings, and discounts on NCTE publications.

Institutional Membership is open to institutions, libraries, and departments and includes all privileges of individual membership except voting.

Comprehensive Membership includes six NCTE journals and two newsletters, plus one copy of each new official NCTE publication (excluding items distributed by NCTE for NCTE affiliates and cooperating organizations) released during the current comprehensive year (August - July 31). For individuals it includes voting membership in the NCTE section of choice and membership in CCCC, CEE, and CSSEDC.

SECTION JOURNALS

LANGUAGE ARTS (formerly Elementary English) is devoted to encouraging effective teaching of reading, composition, speaking, and listening skills. Covers such topics as language development, ethnic studies, creativity, and humanistic education. Regular features on children's literature, research, and instructional materials and strategies, plus a children's page are included. It is published September through November and January through May (8 issues).

ENGLISH JOURNAL serves middle school and junior and senior high school English teachers with articles on the teaching of literature, language, and composition. Subjects range from practical classroom techniques to questions of theoretical interest and concern. Reviews professional publications, teaching materials, short films; books for young adults, and instructional media are included. It is published September through May (9 issues).

COLLEGE ENGLISH includes articles on the working concepts of criticism, the nature of critical and scholarly reasoning, pedagogy and educational theory, and concerns of the profession. Contemporary poetry reviews of recent books and a lively "Comment and Rebuttal" section are included. It is published September through April (8 issues).

CONSTITUENT PUBLICATIONS

The following publications are published by NCTE for the Conference on College Composition (CCCC), the Conference on English Education (CEE), and the Conference for Secondary School English Department Chairmen (CSSEDC). Voting members in NCTE sections become members of a conference by subscribing to its journal or newsletter.

COLLEGE COMPOSITION AND COMMUNICATION features articles for teachers of freshman composition and communication in two- and four-year colleges. It is published October, December, February, May (4 issues). $5

ENGLISH EDUCATION offers articles for English methods course instructors and others interested in preservice and inservice English education. It is published October, December, February, May (4 issues) $5

CSSEDC NEWSLETTER contains articles written for secondary school English department chairmen. It is published October, January, March, May (4 issues). $3

ABSTRACTS OF ENGLISH STUDIES summarizes monographs and articles from more than 1100 journals. It is published September through June (10 issues) plus an annual index. $12

RESEARCH IN THE TEACHING OF ENGLISH presents articles on new research and a continuous bibliography of recent research. It is published October, December, April (3 issues). $5

COUNCIL-GRAMS, NCTE's news service for teachers, highlights political, social, economic, and educational issues which create the cultural context in which English at all levels is taught. It is published September, November, January, March, May (5 issues). $7

STATE AND LOCAL ORGANIZATIONS

THE WEST VIRGINIA COUNCIL OF TEACHERS OF ENGLISH. This is an organization of language arts teachers throughout West Virginia, elementary through college. Its primary purposes are to stimulate professional development, to establish national contacts through affiliation with the National Council of Teachers of English, to act as a clearing house by circulating information of value, by keeping teachers informed of the latest educational movements and findings, to publish significant findings in the form of monographs and bulletins, to cooperate with other professional organizations, and to secure co-operation in establishing conditions that will render the efforts of English teachers more effective.

KANAWHA COUNTY ASSOCIATION OF TEACHERS OF ENGLISH. This organization is open to county teachers or supervisors of English and journalism on the elementary and secondary levels and retired teachers who previously held membership in the association. The primary purposes of the association are to stimulate professional growth, to establish national contacts through affiliation with the National Council of Teachers of English, to act as a clearing house in disseminating information of value, in keeping teachers informed as to recent educational movements and findings, to develop better public relations through publication of information for enlightening and interesting school patrons, to cooperate with other language arts teacher activities on the local, state and national level, and to secure cooperation in establishing conditions that will render the efforts of language arts teachers more effective.

Information concerning membership in these organizations may be secured from the Kanawha County Department of Program Development and Supervision.

WEST VIRGINIA JOURNALISM TEACHERS ASSOCIATION

Information concerning membership in this organization may be secured from:

Miss Caroline Penland
Huntington High School
Huntington, West Virginia 25701

The West Virginia Journalism Teachers Association is made up of teachers of journalism and sponsors of high school newspapers and yearbooks. The group meets annually in conjunction with the allied student organization to study problems encountered in these particular language arts areas.

The student organizations include the United High School Press Association, the United High School Yearbook Association, and the United Broadcast Journalism Association, whose director is George Arnold, UHSP Director, Journalism Department, Marshall University, Huntington, West Virginia.

THE WEST VIRGINIA SPEECH ASSOCIATION

Information concerning membership in this organization may be secured from:

Mrs. Katherine Beatty
Parkersburg Community College
Parkersburg, West Virginia 26100

The West Virginia Speech Association is composed of speech teachers in the state. Its primary goals are to improve instruction in speech by promoting professional development, to establish contacts with national and regional organizations, to act as a disseminating agency for information of value, to publish bulletins containing significant information, and to secure cooperation in establishing conditions that are conducive to effective speech instruction.